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ABSTRACT

Reference material obtained from responses to questionnaires is presented on 25 early childhood programs for severely handicapped children. Each program report consists of components which include a program abstract; program summary; identification and screening procedures; diagnostic procedures; prescriptive procedures; child progress evaluation; parent services; in-service programs; public awareness; and books, articles, and publications. Included are reports on the following programs: Chapel Hill Training-Outreach Project, Comprehensive Training Program for Infant and Young Cerebral Palsy Children, Demonstration Educational Services Centers for Severely Emotionally Disturbed Children and Youth, Demonstration Program for Severely Handicapped Children, Esperanza Para Naestros Ninos, Georgia Center Network, Infant Program for Visually Impaired, Madison Alternative Zero Exclusion, Magnolia Preschool Program, Model Demonstration Program for Severely Handicapped Children and Youth, Model Education for the Severely Handicapped, Model Preschool Center for Handicapped Children, Parent Tape Training Program-Outreach Project, Parent Training Institute, Portage Project, Precise Early Education of Children with Handicaps, Program to Provide Services to Severely Handicapped Children and Youth, Programs Unlocking the Severely Handicapped, Project Memphis, Replication of an Interdisciplinary Approach to Early Education for Handicapped Children Ages 0-3 Years, Teaching Research Infant and Child Center, and Total Milieu Approach to Handicapped Infant Education. Among appended material are matrires of program resources for the profoundly retarded, severely retarded, severely emotionally disturbed, and multiply handicapped; lists of center developed products for identification and screening, diagnosis, prescription, and child progress evaluation; and information (such as director's name and mailing address) on additional programs providing services to preschool severely handicapped children. (SBH)

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EARLY CHILDHOOD PROGRAMS FOR THE SEVERELY HANDICAPPED

April, 1976

CORRC

COORDINATING OFFICE FOR REGIONAL RESOURCE CENTERS
114 BRADLEY HALL
UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

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INTRODUCTION

The Coordinating Office for Regional Resource Centers (CORRC) is a project of the Bureau for the Education of the Handicapped (BEH), Learning Resource Branch (LRB) funded by the U.S. Office of Education. CORRC serves as a facilitator and coordinator of services to the 13 Regional Resource Centers (RRCs) located throughout the country. The RRCs are in turn, charged with being responsive to the needs of their constituent states. One way of discharging this responsibility, RRCs have requested that CORRC develop "State-of-the-Art" materials which would assist them in responding to their constituents.

Based on RRC requests for information related to programs and services for preschool handicapped children, CORRC set about developing a procedure designed to provide the RRCs with appropriate documentation of exemplary programs. In addition to RRC requests, legislation mandating services to preschool handicapped children by 1980 gave impetus to the development of this document.

As the literature was searched and as the field was surveyed, it became apparent that nowhere was there a central source of information on these kinds of programs. Further, so many programs were identified that it became necessary to focus on a relatively small segment of the total so that information provided could be detailed and comprehensive. CORRC tried at this point to narrow the arena with the utilization of the expertise found in already funded projects of BEH. Personnel in two BEH programs involved with both preschoolers and the severely handicapped were contacted to join with CORRC in gathering appropriate diagnostic and prescriptive program information. Mr. Paul Thompson, Programs for Severely Handicapped Children and Youth, and Ms. Jane DeWeerd, Handicapped Children Early Education Programs, assisted in identifying projects within their purview to be surveyed.

This document is the result of that joint effort. Many hours of work have gone into the gathering and arranging the material provided by the 25 projects who responded to the requests. The intent of this document is to provide the user with a quick reference to sources for program information and resources which could be utilized to design, develop, enrich or revamp programs for the preschool severely handicapped child.

The 25 programs which follow are presented in a format designed to facilitate securing needed information in a quick and easy manner. Each program consist of the following possible components:

1. Program Abstract
2. Program Summary
3. Identification and Screening Procedures
4. Diagnostic Procedures
5. Prescriptive Procedures
6. Child Progress Evaluation
7. Parent Services

8. In-Service Programs
9. Public Awareness
10. Books, Articles, Publications

If a component does not exist in a project section then the information was either not reported or the project does not perform that function, i.e., in several cases, information for the component of "Identification and Screening Procedures" is not included because this activity is completed prior to the child arriving at the project for educational services.

Appendix A is designed to provide a summary overview of all projects in relation to the services they provide. Appendices B and C are designed to provide an immediate perusal of center developed products used for identification, diagnosis, prescription, progress evaluation and in-service training. The page number to the right of each product is a cross reference to the Product Information Form for the particular item within the document. The Product Information Form describes the center developed products and, if applicable, indicates where the product can be obtained. Complete information about six projects was not received by the time this document was sent to the printers. In acknowledging these projects, they are listed in Appendix D and they can be contacted directly if specific information is needed.

The information included in this document is, by no means, comprehensive. The activities involved in these centers vary greatly and it would be unrealistic to think that one could capture all that is happening for the preschool severely handicapped child in one document. Hopefully, information contained in this document can shine some light on the problems which others may be having in the education of severely handicapped preschoolers.

Listed in the Program Summary section for all projects is the project director's name and address. If additional and more specific information is needed, contact can be made directly to the individual listed.

CHAPEL HILL TRAINING - OUTREACH PROJECT

The Chapel Hill Training - Outreach Project is a growing organization dedicated to the successful education of special children.

The staff of trainers and coordinators under the direction of Anne R. Sanford employ a range of talents and expertise. The interdisciplinary development of materials, curriculum, and methodology is extended to personnel working with young handicapped children and their families in K-3 public school classrooms, developmental day care centers, Head Start centers, and other agencies serving young children with special educational needs.

The Chapel Hill Training - Outreach Project began in 1969 with initial funding from the Bureau of Education for the Handicapped, Department of Health, Education and Welfare. At this time the project was serving as a demonstration early education project under the Handicapped Children's Early Education Assistance Act of 1968. As a First Chance pilot preschool program, the project extended services to children in established day care and Head Start programs testing the effectiveness of the emerging early intervention program.

The results from field work and research clearly revealed a need for more appropriate teaching methods and curriculum formats for the handicapped child. The creation of tools for assessing a child's development and for providing the child with prescriptive and individualized teaching occurred during the years 1971-1973.

The project flourished as it began to operate four classrooms serving forty-five (45) children with a diversity of handicapping conditions including mental retardation, speech impairment, emotional disturbance, and learning disorders. Material development for the parent - sibling program and for the classroom activity component was accomplished in this period by project staff.

Efforts to disseminate materials to teachers and other personnel working with the handicapped child were a major goal during 1970-1972. Training in methods of developmental assessment, prescriptive teaching, and individualized instruction was launched across the southeastern United States for personnel serving young handicapped children.

Then in 1973 the Chapel Hill Project, selected as one of fourteen (14) experimental Office of Child Development - Bureau of Education for the Handicapped demonstration projects, moved into a collaborative effort with Head Start.

The year of intensive outreach service began. The Johnston County Head Start Program became the recipient of this outreach as the Chapel Hill Project received funding from the Office of Child Development to develop a model of training Head Start personnel in serving the handicapped child and his family. A monograph published by the Project provides a detailed description of the development, implementation, and evaluation of this project in Smithfield, North Carolina.

Collaboration and outreach with Head Start expanded during 1973-1974. An additional grant from the Office of Child Development to the Project supported coordination of training for Region IV Head Start personnel in serving handicapped children. A comprehensive report of this coordination effort in Head Start was compiled by the Project. A three-hour, multimedia presentation of the Region IV network of Services to Handicapped Children in Head Start was delivered in Los Angeles, April 1975 at the International Conference of the Council for Exceptional Children.

During 1974-1975 the Chapel Hill Project continued training to personnel serving young handicapped children and their families. Three sixty-hour (60 hr.) courses have been conducted in twelve (12) North Carolina sites. Credit from technical institutes, community colleges, and universities was made available to each enrollee. Over one thousand (1,000) participants in North Carolina have completed this course, *Education of the Young Handicapped Child*.

A program of Resource Services to kindergarten - first grade handicapped children and their families is supported by a Title VI-B grant to the Project. This funding finances extensive educational intervention, social work services, and training of the regular classroom teacher in the implementation of the prescriptive programs. *The Chapel Hill Model of Resource Services in a Public School Setting*, a monograph, describes this validated approach which has been replicated by school systems throughout the country.

Financial support from the North Carolina Department of Public Instruction, Division for Exceptional Children, allows the Chapel Hill Project to extend the services of a model demonstration - training center to sustain a program of competency - based training for personnel serving severely handicapped children and their families.

Not so long ago the Chapel Hill Training - Outreach Project was just beginning. It now supports a variety of efforts involving people, ideas, and children. Each day is recognized as a beginning that offers room to grow in the provision of needed services to children with handicaps and their families.

PROGRAM SUMMARY

Name: Chapel Hill Training - Outreach Project

Director: Anne Sanford

Mailing Address: Merritt Mill Road
Chapel Hill, North Carolina 27514

Phone Number: 919/967-8295

Administrative Agency: Chapel Hill Carrboro Public Schools

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)						
Retarded (Sev)						
Sev. Emot. Dist.						
Mult. Handicapped		3	10			13
Other (indicate specific handicap						
TOTAL		3	10			13

General population in service area: Rural (under 50,000) X
Urban (over 50,000) ____

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	1	15
Coordinators	1	20
Secretarial	1	30
Professional		
Teachers	2	100
Family Coordinator	1	50

PROGRAM STAFF CONT.

Title	Number of Program Staff per Position	% of Time
Para-Professional		
Teacher's Aides	1	100
Volunteers	Approx. 6 volunteers	at 3 hrs. per wee
Interns	3	40

PROGRAM RESOURCES BY HANDICAPPING CONDITIONS

PROGRAM RESOURCES	HANDICAPPING CONDITIONS			
	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices	YZ			
Diagnostic Procedures	YZ			
Prescriptive Techniques	YZ			
Child's Program Evaluation Procedure	YZ			
In-Service Program				
Parent Services	YZ			
Mediated Presentations (Administrative	YZ			
Mediated Presentations (Programmatic				
Books, Articles, and Publications	YZ			

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

IDENTIFICATION AND SCREENING PROCEDURES

This section reflects briefly this projects activities in the area of Identification and Screening. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

x A. Self Help
x B. Communications
  B.1 x Listening Skills
  B.2 x Speaking Skills
  B.3 x Reading Skills
  B.4 x Writing Skills
x C. Cognitive

x D. Motor Development
  D.1 ____ gross
  D.2 x fine
  D.3 ____ other
____ E. Emotional Development
  (intra personal)
x F. Socialization
  (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. x Observation
C. ____ Behavioral
D. x Interviews
  x Family
  ____ Medical
  ____ Educational
  ____ Health/Mental Health related Services
D. Team Approach: (Membership)

Identification and screening is conducted by the public school, mental health, and other related agencies before the child arrives at the center.

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Informal Evaluation Checklist

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: Informal Evaluation Checklist

Program Content Area(s) * A,B,C,D,F

Price $ 2.00

General Objective To screen young handicapped children

Format Paper-back manual

Person Implementing:

___ Administrative
x Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No x

No. of Pages 89

Package Components Not applicable

How is this product specifically used in this particular component of your project?

This product is used to screen young handicapped children who have applied for admission to the Lincoln Class.

Is this product currently available?
Yes x No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
							x

Abstract	Evaluation
The Informal Evaluation Checklist is found in A Model for Resource Services to the Young Handicapped Child in a Public School Setting, which provides a model for the development, implementation and evaluation of a comprehensive approach to mainstreaming the young handicapped child in a public school setting.	

This product may be ordered from:
Kaplan School Supply
600 Jamestown Road
Winston-Salem, North Carolina 27103

*use descriptors in item 1, preceding page

DIAGNOSTIC PROCEDURES

This section reflects briefly this projects activities in the area of Diagnostic Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

_x_ A. Self Help
_x_ B. Communications
    B.1 _x_ Listening Skills
    B.2 _x_ Speaking Skills
    B.3 _x_ Reading Skills
    B.4 _x_ Writing Skills
_x_ C. Cognitive

_x_ D. Motor Development
    D.1 _x_ gross
    D.2 _x_ fine
    D.3 ____ other
____ E. Emotional Development (intra personal)
____ F. Socialization (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. ____ Observation
C. _x_ Behavioral
D. ____ Interviews
    ____ Family
    ____ Medical
    ____ Educational
    ____ Health/Mental Health related Services
D. Team Approach: (Membership)

Teacher ____ Family coordinator ____ ____

Parent ____ ____ ____

Teacher's aide ____ ____ ____

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Learning Accomplishment Profile (LAP)

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
DIAGNOSTIC PROCEDURES

Title of Product: Learning Accomplishment Profile - Diagnostic Edition

Program Content Area(s) * A,B,C,D

Price $ 150.00

General Objective To assess child's developmental level - ages 0 - 6 years.

Format Loose leaf binder and kit in large box

Person Implementing:

- ___ Administrative
- x Instructional
- ___ Para-professional
- ___ Consultant
- ___ Ancillary Staff

Standardized: Yes x No ___

No. of Pages Manual 135 pp.

Package Components Manual, loose cards, bound cards, assessment materials.

How is this product specifically used in this particular component of your project? This product is used to diagnose skill levels and areas of develmental delay in young handicapped children. Use as pre- and post-test at beginning and end of year to measure change in skill level.

Is this product currently available?
Yes x No ___
(If no, please indicate date it will be available ______)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
				x			

Abstract	Evaluation
This instrument, new in format and approach is based on the prescriptive LAP which has been so successful in diagnosing the pre-school child. It is applicable to ages ranging from 12 months to 6 years, evaluates the total child (but such tests can be used separately), is developmentally based and criteria referenced and is easy to administer and score. Skill areas include - Gross Motor, Fine Motor, Self Help, Cognition and Language.	

This product may be ordered from:
Kaplan School Supply Corp.
600 Jonestown Road
Winston-Salem, North Carolina 27103

*use descriptors in item 1, preceding page

PRESCRIPTIVE PROCEDURES

This section reflects briefly this projects activities in the area of Prescriptive Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

x A. Self Help
x B. Communications
  B.1 x Listening Skills
  B.2 x Speaking Skills
  B.3 x Reading Skills
  B.4 x Writing Skills
x C. Cognitive

x D. Motor Development
  D.1 x gross
  D.2 x fine
  D.3 ____ other
x E. Emotional Development (intra personal)
x F. Socialization (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. x Observation
C. x Behavioral
D. x Interviews
  x Family
  ____ Medical
  x Educational
  x Health/Mental Health related Services
D. Team Approach: (Membership)

Teacher	Family Coordinator	
Parent		
Teacher's aide		

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Learning Accomplishment Profile Manual

B. A Planning Guide, The Preschool Curriculum

C. Learning Activities

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
PRESCRIPTIVE PROCEDURES

Title of Product: Learning Accomplishment Profiles (LAP) Manual

Program Content Area(s) * A,B,C,D,E,F

Price $ 2.00

General Objective To assess and record child's existing skills and progress in six areas of development. Prescriptive-generating instrument.

Format Paper-back manual

Person Implementing:

___ Administrative
x Instructional
x Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No x

No. of Pages 94

Package Components Manual

How is this product specifically used in this particular component of your project? This manual is used to assess and record child's existing skills; to generate objectives for prescriptive program; record-keeping in 44 curriculum units; to help in the task-analysis of broad objectives.

Is this product currently available?
Yes x No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
							x

Abstract	Evaluation
Instruction in the manual are for use with the Learning Accomplishment Profile and includes criteria for each L.A.P. item and suggested activities.	

This product may be ordered from:

Kaplan School Supply Corp.
600 Jonestown Road
Winston-Salem, North Carolina 27103

*use descriptors in item 1, preceding page

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED PRESCRIPTIVE PROCEDURES

Title of Product: A Planning Guide: The Preschool Curriculum

Program Content Area(s) * A,B,C,D,F

Price $ 5.00

General Objective To provide 44 weekly curriculum units.

Format Paper-back manual

Person Implementing:

___ Administrative
_x_ Instructional
_x_ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No _x_

No. of Pages 411

Package Components Manual

How is this product specifically used in this particular component of your project? This curriculum guide is used to plan weekly instructional units.

Is this product currently available?
Yes _x_ No ___
(If no, please indicate date it will be available ________________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
							x

Abstract	Evaluation
This product is a preschool curriculum containing 44 weeks of lesson plans, suggested correlated multi-sensory activities and prescriptive teaching.	

This product may be ordered from:

Kaplan School Supply Corp.
600 Jonestown Rd.,
Winston-Salem, North Carolina 27103

*use descriptors in item 1, page 17.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED PRESCRIPTIVE PROCEDURES

Title of Product: Learning Activities

Program Content Area(s) * ____ Price $ 10.00

General Objective To facilitate learning of specific skills

Format Undetermined at this time.

Person Implementing:

____ Administrative
x Instructional
x Para-professional
____ Consultant
____ Ancillary Staff
x Parents

Standardized: Yes ____ No x

No. of Pages 300 to 400

Package Components Undetermined at this time.

How is this product specifically used in this particular component of your project? Teachers utilize pages which correlate with objectives (from LAP) they are teaching a child. It is oten sent home to parents to use as follow-up to classroom training.

Is this product currently available?
Yes ____ No x
(If no, please indicate date it will be available March 1, 1976)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						x	

Abstract	Evaluation
Learning Activities has been developed specifically for use in the home by parents, as well as in the group setting by teachers to facilitate the learning of specific target skills. Once specific individual objectives are identified, subskills and complete objectives are best achieved through a cooperative effort at home and at school. Home trainers, clinicians, para-professionals and volunteers who are responsible for the optimal development of young children with special needs will also find these activities helpful.	

This product may be ordered from:

*use descriptors in item 1, page 17.

CHILD PROGRESS EVALUATION

This section reflects briefly this projects activities in the area of Child Progress Evaluation. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

___x___ A. Self Help
___x___ B. Communications
    B.1 _____ Listening Skills
    B.2 _____ Speaking Skills
    B.3 _____ Reading Skills
    B.4 _____ Writing Skills
___x___ C. Cognitive

___x___ D. Motor Development
    D.1 _____ gross
    D.2 _____ fine
    D.3 _____ other
_____ E. Emotional Development (intra personal)
___x___ F. Socialization (intra personal)

2. Method:

A. _____ Anecdotal Reporting/Historical Research
B. _____ Observation
C. ___x___ Behavioral
D. _____ Interviews
    _____ Family
    _____ Medical
    _____ Educational
    _____ Health/Mental Health related Services
D. Team Approach: (Membership)

Instructional ____________ ____________

Para-professional ____________ ____________

Parents ____________ ____________

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Follow Up Sheet

B. Year End Evaluation

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
CHILD PROGRESS EVALUATION

Title of Product: Year End Evaluation and Follow Up Sheet

Program Content Area(s) * A,B,C,D,F

Price none

General Objective To provide bi-monthly and year-end reports of skill level of child to parents.

Format narrative report

Person Implementing:

___ Administrative
x Instructional
x Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No x

No. of Pages ________

Package Components Not applicable

How is this product specifically used in this particular component of your project? Teachers write out individual bi-monthly and year end progress reports for each child. They are then sent to the parents. It is based on objectives found in the LAP.

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
NOT APPLICABLE							

Is this product currently available?
Yes x No ___
(If no, please indicate date it will be available ________)

Abstract	Evaluation
The Year End Evaluation Sheet is completed by the teacher to record a child's development in the following areas: gross motor, fine motor, social, self-help, cognitive development, and language development. In addition, the teacher records a child's outstanding behavioral characteristics and lists suggested activities for the home.	

This product may be ordered from: Kaplan School Supply Corp.
600 Jonestown Road
Winston-Salem, North Carolina 27103

*use descriptors in item 1, preceding page

IN-SERVICE PROGRAMS

We have on-going in-service training for our teachers, aides University students, using some of our center-developed media. These are not "canned" workshops. Our prepared workshops are given to other teacher personnel throughout the United States. These are usually 60 hour courses. Please write Outreach for further information on our course content.

PUBLIC AWARENESS

Public awareness is a critical part of this program and has been developed as follows:

Recruitment letters have been sent to over fifty agencies in a 3-county area to identify children who are appropriate for the Lincoln Developmental Center. Our physical facility includes an observation booth. Since October, 1975, over 150 persons from various agencies, families, etc., have observed, with guidance from one of our staff. We have worked closely with the public school system and their Child Find search to identify children and let the community be aware of our services.

Our other Outreach staff members train throughout the United States, especially the Southern region. All of this training focuses on awareness of the handicapped child and his needs.

BOOKS, ARTICLES, PUBLICATIONS
(CENTER/PROGRAM DEVELOPED)

Publications:

Bailey, Donald B., Klein, Toby L., and Sanford, Anne R., A Model for Resource Services to the Young Handicapped Child in a Public School Setting. Chapel Hill Training - Outreach Project, Chapel Hill, N.C.

Bailey, Don, et. al., Learning Activities for the Young Handicapped Child. Chapel Hill Training - Outreach Project, Chapel Hill, N.C.

Causler, Dorothy P., and Martin, Gloria H., Working With Families: A Manual for Developmental Centers. Chapel Hill Training, Outreach Project, Chapel Hill, N.C.

Findlay, Jane, et. al., A Planning Guide to the Preschool Curriculum: The Child, The Process, The Day. Chapel Hill Training-Outreach Project, Chapel Hill, N.C.

Griffin, Patricia, Sanford, Anne R., and Wilson, David C., Learning Accomplishment Profile: Diagnostic Edition. Chapel Hill Training - Outreach Project, Chapel Hill, N.C.

Sanford, Anne R., et. al., A Manual for Use of the Learning Accomplishment Profile. Chapel Hill Training - Outreach Project, Chapel Hill, N.C.

Sanford, Anne R., Learning Accomplishment Profile. Chapel Hill Training - Outreach Project, Chapel Hill, N.C.

FILMSTRIPS

All filmstrips are priced at $25.00 and can be ordered from:

Kaplan School Supply Corporation
600 Jonestown Road
Winston-Salem, North Carolina 27103

LEARNING ACCOMPLISH PROFILE (L.A.P.)

L.A.P. was developed by Anne Sanford of the Chapel Hill Training - Outreach Project. Although it was designed for the teacher of the preschool handicapped child, it is also being used by teachers of normal preschool children. The LAP filmstrip consists of:

1. a general description of the LAP;
2. an introduction to the use of the LAP;
3. description of the recording system;
4. examples of the LAP's use in actual classroom situations.

LANGUAGE AND CHILDREN

This filmstrip provides an overview of language development: from the random babbles of the newborn infant to the creative speech of five-year olds. It illustrates the major chronological stages of language development and some of the social and emotional factors which influence this development.

Four common handicapping conditions are defined and methods of recognizing these conditions in the classroom are suggested.

INDIVIDUALIZATION IN EARLY CHILDHOOD PROGRAMS

Outlines the philosophy of individualization which is inherent in a sound early childhood program. It focuses on four components of individualized services to youngsters.

ERROR-FREE LEARNING

Introduces a method of teacher/pupil interaction which insures success by preventing failures. Four teaching techniques are defined - modeling, prompting, cueing, and positive reinforcement, and examples of each are illustrated in a teaching situation.

THE CORRELATED DAY

Follows two teachers and their class through a day where all activities are correlated around the concept "apple".

The filmstrip illustrates the actual demonstration of multi-sensory activities in six areas of development: Gross Motor, Fine Motor, Social, Self-Help, Cognitive and Language. The Correlated Day is intended to be used as a general introduction to the principles and ideas suggested in A Planning Guide: The Preschool Curriculum.

PARENT OBSERVATION IN THE CLASSROOM

Introduces a rationale for classroom observation by parents. It illustrates how classroom observation can be a valuable tool in building trust and enhancing communication between teachers and families. Basic steps of a procedural outline are suggested for planning and implementing a program of parent observation individualized to your situation.

WORKING WITH FAMILIES

Introduces a rationale for establishing an active family participation program in child development centers that accomodate handicapped children. The four primary functions of a family program are described, and five essential steps in setting up such a program are introduced.

DEVELOPING APPROPRIATE BEHAVIORS

Illustrates specific tasks used in setting up a behavior management program. Positive reinforcement and planned ignoring are illustrated as methods of behavior modification.

TASK ANALYSIS

Outlines the steps used in a task analysis procedure; establishing behavioral objectives; determining prerequisite skills; breaking the task down into subskills; sequencing skill performance; and evaluation.

CLASSROOM ORGANIZATION

Deals with the utilization of classroom space. It introduces the concept of "Centers of Interest," and describes how these centers promote individualized learning and scheduled daily activities. Nine centers of interest are described, and various materials are suggested for use.

LEARNING ACCOMPLISHMENT PROFILE:

An instrument for assessing and recording the child's existing skills and progress in six areas of development. Price - $ 2.00

THE INFANT LEARNING ACCOMPLISHMENT PROFILE:

An instrument for assessing and recording the handicapped infant's progress in specified areas of development. Price - $ 3.00

WORKING WITH FAMILIES

A manual for early childhood programs serving the handicapped. This revised and expanded edition now includes additional materials on understanding the needs of families with handicapped children. Price - $ 2.50

"HERE I AM - TEACH ME":

Designed to help Head Start teachers work in a positive way with children who try to get attention any way they can. Price - $ 1.50

THE CHAPEL HILL MODEL FOR TRAINING HEAD START PERSONNEL IN MAINSTREAMING HANDICAPPED CHILDREN:

Describes the development, implementation, and evaluation of a comprehensive approach to mainstreaming the young handicapped child in a Head Start Center. Price - $ 5.00

COMPREHENSIVE TRAINING PROGRAM FOR INFANT AND YOUNG CEREBRAL PALSY CHILDREN

The comprehensive Training Program for Infant and Young Cerebral Palsied Children first started in 1969. It was initially a demonstration project and for the last three years has been in the replication stage. It was validated by the Office of Education in September of 1975. The program serves children 3 years of age and younger having the primary disability of moderate to severe neuro-motor handicaps with physical impairments severe enough to limit motor activity. Children admitted to the program exhibit feeding, speech and/or language problems. The children receive a panorama of services including physical therapy, psychological services, speech pathology, occupational therapy, special education, social services and medical services. Project activities primarily focus on two instructional programs: 1. the pre-speech program and 2. the language stimulation program. Parents actively participate in their child's therapy program and are involved through individual and group conferences with the project's social worker.

To date, 28 agencies in the following states are replicating components of the program: Washington, Oregon, Illinois, Texas, Michigan, Ohio, New Hampshire, New York, Minnesota and Wisconsin.

The project has these outstanding components:

1. Pre-speech Program
   The production of speech requires a highly coordinated pattern of fine motor movements similar to the movements of sucking, swallowing, biting and chewing. Speech production also requires respiration patterns sufficient to provide direct support necessary for speech. Because cerebral palsied children have difficulties with the above, the program focuses on development and improved feeding and respiratory patterns at an early age to prevent oral deformities and abnormal motor patterns for speech production. Since these skills depend on head control and normal postural tone, all therapists stress the normalization of postural tone and the development of head control.

2. Language Stimulation
   Many cerebral palsied children, because of their sensory motor problems do not have the normal experiences which lay the groundwork for early language and intellectual development. It is the goal of the language stimulation program to provide these experiences by means of a graded multi-sensory approach. The language stimulation program consists of three levels: Level 1 stresses pre-linguistic skills such as attention, sensory tolerance and awareness; Level 2 stresses receptive language and Level 3 concentrates on more complex receptive skills and expressive language. At all three levels stress is placed on handling and moving the child for effective learning and on intense parent involvement. A language curriculum file is available for program planning.
3. Family Participation
   Besides direct participation in therapy, parents have the opportunity to participate in other aspects of the parent program:
   1. Individual and group counselling with the social worker.
   2. Saturday morning "family affair"
   3. Evening meetings with a guest speaker.
   4. Parent advisory sub-committees
   5. Materials loan library
   6. Book and pamphlet library
4. Evaluation
   The evaluation has two purposes. One to establish special behavior objectives and two, to insure program material for children that can be empirically verified. A pre-test and post-test design was implemented to use standardized test instruments when possible. The mean number of months gained on three of the five instruments approaches that which you would expect in normal growth (12 month gain over 12 months). In addition, the sensory-motor evaluation of speech mechanism was developed.

Training under the outreach phase of the program is handled thusly: Initial training of the three member replication team (speech pathologist, physical therapist and occupational therapist) consists of a six day workshop in the treatment and evaluation of the following: speech, language, handling and feeding as related to neuro-developmental treatment techniques. A subsequent three day course for the replication team speech pathologist is conducted in Milwaukee. The purpose of this course is assessment. At least two site visits are provided to each replication system to assist the replicating agency in any problem areas.

PROGRAM SUMMARY

Name: Comprehensive Training Program for Infant and Young Cerebral Palsy Children
Director: Mike Murnane

Mailing Address: Curative Workshop of Milwaukee
10434 W. Watertown Plank Road
Milwaukee, Wisconsin 53901
Phone Number: 414/257-5197

Administrative Agency: Curative Workshop of Milwaukee

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)						
Retarded (Sev)						
Sev. Emot. Dist.						
Mult. Handicapped						
Other (indicate specific handicap						
This program serves potentially 1,575 children with cerebral palsy						
TOTAL						

General population in service area: Rural (under 50,000) ____
Urban (over 50,000) X

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	1	100
Asst. Directors	1	50
Coordinators	1	25
Secretarial	1	100
Professional		
Speech Pathologist	2	25 each
Physical Therapist	1	25

PROGRAM STAFF CONT.

Title	Number of Program Staff per Position	% of Time
Para-Professional		
Aides	1	100

PROGRAM RESOURCES BY HANDICAPPING CONDITIONS

	HANDICAPPING CONDITIONS			
PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices				
Diagnostic Procedures				W/Z
Prescriptive Techniques				
Child's Program Evaluation Procedure				W/Z
In-Service Program				
Parent Services				W
Mediated Presentations (Administrative				
Mediated Presentations (Programmatic				W
Books, Articles, and Publications				W

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

DIAGNOSTIC PROCEDURES

This section reflects briefly this projects activities in the area of Diagnostic Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

____ A. Self Help
X B. Communications
    B.1 X Listening Skills
    B.2 X Speaking Skills
    B.3 ____ Reading Skills
    B.4 ____ Writing Skills
____ C. Cognitive

X D. Motor Development
    D.1 X gross
    D.2 X fine
    D.3 ____ other
____ E. Emotional Development (intra personal)
____ F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. ____ Behavioral
D. X Interviews
    ____ Family
    ____ Medical
    ____ Educational
    ____ Health/Mental Health related Services
D. Team Approach: (Membership)

Medical

Physical Therapist

Speech Pathologist

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Sensory Motor Evaluation of the Speech Mechanism

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: Sensory Motor Evaluation of the Speech Mechanism

Program Content Area(s) * B

Price ____

General Objective The objective is in depth evaluation of prespeech, oral motor development.

Format ____

Person Implementing:

____ **Administrative**
____ **Instructional**
____ **Para-professional**
____ **Consultant**
____ **Ancillary Staff**

Standardized: Yes ____ **No** ____

No. of Pages Undetermined

Package Components Undetermined at this stage of development

How is this product specifically used in this particular component of your project? All children accepted into the pre-speech feeding program are evaluated with this instrument. It is used within the training course for replicating sites of this project.

Is this product currently available?
Yes ____ **No** X
(If no, please indicate date it will be available Undetermined **)**

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
					X		

Abstract	Evaluation
This is a broad-based tool aimed at in-depth evaluation of pre-speech and oral motor development.	

This product may be ordered from:

***use descriptors in item 1, preceding page**

IN-SERVICE PROGRAMS

Type: Workshop ______ Demonstration X Lecture ______

Other (specify) ______

Title of Workshop, Demonstration, etc. Slide Program: Comprehensive Training Program for Infant and Young Cerebral Palsied Children

Target Population:*1,2,4,5,6,9,10, 12

Is this a mediated presentation? Yes X No ___

If yes, what media is used: Slide program

General Objectives: The objective of this program is to introduce and explain to interested individuals the rationale in developing a program to effectively evaluate and treat infant and young cerebral palsied children.

		Yes	No
Is specific information of workshop, etc. applicable to this project only?			X
Is evaluation available?	A. Program		X
	B. Participant		X
Is it published?			X
Is program open to outside participation?		X	
Is end product available to be presented outside this agency?		X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

IN-SERVICE PROGRAMS

Type: Workshop X Demonstration ____ Lecture ____

Other (specify) ____

Title of Workshop, Demonstration, etc. Workshop on Fundamental Guidelines

Target Population:* 1,5,6,13,14, 15

Is this a mediated presentation? Yes X No ___

If yes, what media is used: Film, video tape, slides

General Objectives: This is a six day workshop aimed at training members of the replicating teams in the handling, evaluation and treatment of children with cerebral palsy.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?	X	
Is evaluation available? A. Program		X
B. Participant		X
Is it published?		X
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?	X	

Cost: Undetermined at this date.

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies
13. Physical Therapists
14. Speech Therapists
15. Occupational Therapists

BOOKS, ARTICLES, PUBLICATIONS
(CENTER/PROGRAM DEVELOPED)

Publications: Manual - Comprehensive Training Program for Infant and Young Cerebral Palsied Children, U.S. Office of Education for the Handicapped.

DEMONSTRATION EDUCATIONAL SERVICE CENTERS

FOR SEVERELY EMOTIONALLY DISTURBED CHILDREN AND YOUTH

The State Diagnostic School for Neurologically Handicapped Children, Southern California, in developing an educational program for severely emotionally disturbed/autistic children is utilizing a model based on Piagetian constructs of cognitive development. In such an approach, a developmental sequence task analysis incorporating a language learning system including total communication (Verbal and Sign - Receptive and Expressive) and basic behavioral management techniques is employed in the curriculum.

Children considered to be severely emotionally disturbed/ autistic and manifesting severe discontinuities of development particularly in the areas of language and social affective behavior, are referred by school districts for a multi-disciplinary assessment utilizing both standardized instruments as well as Ordinal Scales of development (experimental) based upon Piagetian levels of development.

The main product of the multi-diciplinary assessment is the educational intervention plan for use by classroom teachers. The plan integrates cognitive, language, social-affective, motor and self help skills and observed learning styles at the child's functional level. This is the basis for curriculum development. Educational objectives are achieved through Sequential Development Task Analysis techniques developed at the Diagnostic School for Neurologically Handicapped Children, Southern California. Such an approach allows for integration, conceptualization and generalization. Parent involvement is a salient feature in the total educational plan for the child.

Ten project classrooms have been established in the Southern California area, including a demonstration classroom at the Diagnostic School for Neurologically Handicapped Children, Southern California. Classes are monitored by project staff on a regular basis for the purpose of data collection, reassessment of children and to give assistance, support and feedback to teachers.

Evaluation of the educational programs is accomplished through ongoing informal reassessment involving the classroom teacher and the S.E.D. Team where educational objectives are changed and/or adjusted to meet the child's functional level. Annual post testing utilizing standardized instruments and the experimental Ordinal Scales of development is also an important part of the evaluation program.

Another important component of the project is the training of public school staffs involved in the project as well as community training.

Training is given in the following areas:

1. Assessment techniques for evaluation of severely handicapped children.

2. Sequential Development Task Analysis approach to curriculum development.

3. Development and demonstration of educational interventions.

4. Parent involvement

5. On site consultation to district personnel in ongoing assessment procedures as well as developmental philosophy and techniques of behavioral management and educational interventions.

6. Special Study Institutes for the professional community.

7. Parent workshops

Third year project commitments will emphasize field testing of the Ordinal Scales, curriculum development, and increased dissemination in the form of training and public presentation.

PROGRAM SUMMARY

Name: Demonstration Educational Service Centers for Severely Emotionally Disturbed Children and Youth

Director: Donald I. Ashurst, Ph.D.

Mailing Address: 4339 State University Drive
Los Angeles, California 90032

Phone Number: 213/225-6187

Administrative Agency: Diagnostic School for Neurologically Handicapped Children, Southern California, State Department of Education

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)						
Retarded (Sev)			2			2
Sev. Emot. Dist.		13	44	3		60
Mult. Handicapped		6	12			18
Other (indicate specific handicap						
TOTAL		19	58	3		80

General population in service area: Rural (under 50,000) _____
Urban (over 50,000) X

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	1	100
Coordinators	1	100
Secretarial	1	100
Research/Program Dev. Spec.	1	100
Training-Staff Dev. Spec.	1	100
Professional		
Teachers	1 (There are 10 teachers but only one paid for by this project)	100

PROGRAM STAFF CONT.

Title	Number of Program Staff per Position	% of Time
Para-Professional		
Teacher's Aides	1	100
Dormitory Attendant	2	100

PROGRAM RESOURCES BY HANDICAPPING CONDITIONS

	HANDICAPPING CONDITIONS			
PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices	W	W	W	W
Diagnostic Procedures	W	W	W	W
Prescriptive Techniques	W	W	W	W
Child's Program Evaluation Procedure	W	W	W	W
In-Service Program	W	W	W	W
Parent Services				
Mediated Presentations (Administrative	W	W	W	W
Mediated Presentations (Programmatic	W	W	W	W
Books, Articles, and Publications			Y	

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

IDENTIFICATION AND SCREENING PROCEDURES

This section reflects briefly this projects activities in the area of Identification and Screening. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

   - _X_ A. Self Help
   - _X_ B. Communications
     - B.1 _X_ Listening Skills
     - B.2 _X_ Speaking Skills
     - B.3 _X_ Reading Skills
     - B.4 _X_ Writing Skills
   - ___ C. Cognitive
   - _X_ D. Motor Development
     - D.1 _X_ gross
     - D.2 _X_ fine
     - D.3 ___ other
   - _X_ E. Emotional Development (intra personal)
   - _X_ F. Socialization (intra personal)

2. Method:

   - A. _X_ Anecdotal Reporting/Historical Research
   - B. _X_ Observation
   - C. _X_ Behavioral
   - D. _X_ Interviews
     - _X_ Family
     - _X_ Medical
     - _X_ Educational
     - _X_ Health/Mental Health related Services
   - D. Team Approach: (Membership)

Administrator	Diagnostic/clinic teacher	
Psychologist	Doctor	
Speech/language specialist		

3. Format:

   The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

   Referral Worksheet

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: Referral Worksheet

Program Content Area(s) * A-F

Price not applicable

General Objective ___

Format ___

Person Implementing:

X Administrative
___ Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No ___

No. of Pages 1

Package Components not applicable

How is this product specifically used in this particular component of your project? It was used by individual A & D Committee members to screen SED referrals before presenting to the A & D Committee.

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available not available)

Abstract	Evaluation
Worksheet identifies child, indicating school history including previous test results, psychological, language, educational and physical. Also, describes behavior patterns, and allows the team member to identify the child's problems and the needs of the district.	Not available

This product may be ordered from:

*use descriptors in item 1, preceding page

DIAGNOSTIC PROCEDURES

This section reflects briefly this projects activities in the area of Diagnostic Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 X Reading Skills
  B.4 X Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 ____ other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. x Observation
C. X Behavioral
D. X Interviews
  X Family
  X Medical
  X Educational
  X Health/Mental Health related Services
D. Team Approach: (Membership)

Administrator	Diagnostic/clinic teacher	
Psychologist	Doctor	
Speech/Hearing/Language specialist		

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Cognitive Developmental Scale
B. Social Affective Developmental Scale
C. Educational Development Checklist
D. Learning Style Checklist
E. Developmental Speech and Language Behaviors expected at the Piaget Stage of Cognitive Development

Format (cont'd)

F. Speech, Hearing and Language Data Sheet
G. Diffential Checklist of Language Behaviors in Children with Autism, Schizophrenia, Aphasia, Mental Deficienty, and Peripheral Deafness.
H. Behavioral Characteristics Rating Scale

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: Cognitive Developmental Scale

Program Content Area(s) *C

Price not available

General Objective Assessment of cognitive level, basal and ceiling of child.

Format ordinal scale

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 4

Package Components not applicable

How is this product specifically used in this particular component of your project? It is used to elicit behaviors which indicate functional cognitive structures.

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
				X			

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available June, 1977)

Abstract	Evaluation
Cognitive Behaviors are organized in Piagetian development sequences for application to classroom programs. The scale is used to assess the cognitive level, basal and ceiling, of a child's functional cognitive structure.	Not available

This product may be ordered from:

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*use descriptors in item 1, page 47.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
DIAGNOSTIC PROCEDURES

Title of Product: Social-Affective Developmental Scale

Program Content Area(s) *E,F

Price not applicable

General Objective Assessment of emotional level (basal and ceiling of a child.)

Format ordinal scale

Person Implementing:

- ___ Administrative
- X Instructional
- ___ Para-professional
- ___ Consultant
- ___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 5

Package Components not applicable

How is this product specifically used in this particular component of your project? The child is presented task designed to elicit behaviors which indicate functional emotional level.

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available June, 1977)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
				X			

Abstract	Evaluation
Emotional behaviors are organized in Piagetian developmental sequences and are used in developing specific interventions for use in the child's classroom program.	Not available.

This product may be ordered from:

*use descriptors in item 1, page 47.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
DIAGNOSTIC PROCEDURES

Title of Product: Educational Development Checklist

Program Content Area(s) * A,D 1, D 2

Price not available

General Objective Assessment of child's fine and gross motor levels as well as his functional levels. Determination of developmental gaps interfering with his learning process.

Format ordinal scale

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 10

Package Components not applicable

How is this product specifically used in this particular component of your project? A child's fine and gross motor skills are observed and listed in the instrument. It is used in the observation and testing of self-help skills set forth in the instrument in the format of a developmental sequential hierarchy.

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available June, 1977)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
				X			

Abstract	Evaluation
The Educational Development Checklist is a compilation of standardized test items derived from assorted scales which provides specific information to assist in the planning of a child's classroom program.	Not available.

This product may be ordered from:

*use descriptors in item 1, page 47.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: Learning Style Checklist

Program Content Area(s) *A-F

Price not available

General Objective Determination of the style a child uses in approaching various categories of tasks.

Format checklist

Person Implementing:

___ **Administrative**
X **Instructional**
___ **Para-professional**
___ **Consultant**
___ **Ancillary Staff**

Standardized: **Yes** ___ **No** X

No. of Pages 1

Package Components not applicable

How is this product specifically used in this particular component of your project? This checklist is used to record the evaluation team consensus of the characteristic manner that a child relates to various tasks.

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
			X				

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available June, 1977 **)**

Abstract	Evaluation
Different aspects of learning style have been identified and judgments are made as to distinctive tasks reflecting learning styles. The differential device serves to identify patterns or styles of learning in children.	Not available.

This product may be ordered from:

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*use descriptors in item 1, page 47.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: Developmental Speech and Language Behaviors Expected at Piaget Stage of Cognitive Development

Program Content Area(s) * B 1, B 2

Price not available

General Objective Assessment of a child's expressive and receptive language behaviors.

Format ordinal scale

Person Implementing:

☐ Administrative
☒ Instructional
☐ Para-professional
☐ Consultant
☐ Ancillary Staff

Standardized: Yes ☐ No ☒

No. of Pages 3

Package Components not applicable

How is this product specifically used in this particular component of your project? Child is observed and tested. Functional levels, basal and ceiling levels and gaps in development of expressive and receptive language are obtained. These are then interpreted into procedures and processes for teachers and parents to employ in school and home to enhance expressive and receptive language development.

Is this product currently available?
Yes ☐ No ☒
(If no, please indicate date it will be available June, 1977)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
				X			

Abstract	Evaluation
Expressive and receptive language behaviors are organized in Piagetian development sequences for application to classroom programs. This scale is used to assess a child's language behavior.	Not available

This product may be ordered from:

*use descriptors in item 1, page 47.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: Speech, Hearing and Language Data Sheet

Program Content Area(s) *B, B 1, B 2

Price not available

General Objective Organization of results of speech, hearing and language assessment of the child.

Format checklist

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 3

Package Components not available

How is this product specifically used in this particular component of your project? Data retrieval of results of hearing evaluation, articulation and voice assessment, language competencies, overall developmental levels and conclusions as to deficits.

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available June, 1977)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
				X			

Abstract	Evaluation
The speech, hearing and language data sheet is a checklist of significant speech hearing and language behaviors available or not available to a child which are prerequisites to language (abstract, symbolic) organization, development and usage.	Not available

This product may be ordered from:

*use descriptors in item 1, page 47.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
DIAGNOSTIC PROCEDURES

Title of Product: Differential Checklist of Language Behaviors in Children with Autism, Schizophrenia, Aphasia, Mental Deficiency and Peripheral Deafness.

Program Content Area(s) * B

Price not available

General Objective Differential assessment of language behaviors.

Format checklists

Person Implementing:

___ **Administrative**
X **Instructional**
___ **Para-professional**
___ **Consultant**
___ **Ancillary Staff**

Standardized: Yes ___ No X

No. of Pages 6

Package Components not available

How is this product specifically used in this particular component of your project? Findings are used to organize sequences of language learning strategies for use by teachers.

Is this product currently available?
Yes ___ **No** X
(If no, please indicate date it will be available June, 1977 **)**

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
				X			

Abstract	Evaluation
The checklists are compiled from varied sources in professional literature relating to language behaviors said to be representative of the above categories of disability. The instrument is used to assess language behavior.	Not available

This product may be ordered from:

***use descriptors in item 1, page 47.**

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: Behavioral Characteristics Rating Scale

Program Content Area(s) *A through F

Price not available

General Objective Determination present and past of atypical behavior manifested by a child.

Format ordinal checklist

Person Implementing:

___ **Administrative**
X **Instructional**
___ **Para-professional**
___ **Consultant**
___ **Ancillary Staff**

Standardized: Yes ___ **No** X

No. of Pages 9

Package Components not available

How is this product specifically used in this particular component of your project? Parents check presence or absence of behaviors retrospectively and evaluation team rates behaviors as observed during evaluation period. Scoring permits current comparisons between parents and team plus developmental history of child with respect to certain characteristics.

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
				X			

Is this product currently available?
Yes ___ **No** X
(If no, please indicate date it will be available June, 1977 **)**

Abstract	Evaluation
Behaviors most commonly cited in the literature as being associated with "atypical" development have been organized in chronological order. Assessment team members make independent ratings. Absence or presence of behaviors identifies, for screening purposes, functional levels of the child and indicates areas for further examination and organization of assessment techniques to be used.	Presently undergoing refinement for presentation to selected field researchers.

This product may be ordered from:

***use descriptors in item 1,** page 47.

PRESCRIPTIVE PROCEDURES

This section reflects briefly this projects activities in the area of Prescriptive Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

_X_ A. Self Help
_X_ B. Communications
  B.1 _X_ Listening Skills
  B.2 _X_ Speaking Skills
  B.3 _X_ Reading Skills
  B.4 _X_ Writing Skills
_X_ C. Cognitive

_X_ D. Motor Development
  D.1 _X_ gross
  D.2 _X_ fine
  D.3 ____ other
_X_ E. Emotional Development (intra personal)
_X_ F. Socialization (intra personal)

2. Method:

A. _X_ Anecdotal Reporting/Historical Research
B. _X_ Observation
C. _X_ Behavioral
D. _X_ Interviews
  _X_ Family
  _X_ Medical
  _X_ Educational
  _X_ Health/Mental Health related Services
D. Team Approach: (Membership)

Administrator — Diagnostician/Clinic teacher
Psychologist — Doctor
Speech/Hearing/Language Specialist
Research/Program Development Specialist
Training-Staff Development Specialist

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Staff Report - Diagnostic School for Neurologically Handicapped Children
B. Sequential Development Task Analysis

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED PRESCRIPTIVE PROCEDURES

Title of Product: Staff Report - Diagnostic School for Neurologically Handicapped Children

Program Content Area(s) *A-F

Price not available

General Objective Individualized, multi-disciplinary and specific educational plans derived from assessment.

Format written report

Person Implementing:

X Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages varies

Package Components not available

How is this product specifically used in this particular component of your project? Integrated educational strategies and interventions are organized in the written report which is sent to school personnel and other persons designated by the parents. This report is used to assist in the planning and development for the specific interventions to be used in the educational program of each child.

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available not available)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
		not	applicable				

Abstract	Evaluation
The staff report is comprised of case history, both educational and medical; results of assessment findings of multidisciplinary team (educational, psychological, speech, hearing and language, and pediatric), along with recommendations which are utilized in the development of teaching strategies and educational plan for each child.	Not available

This product may be ordered from:

*use descriptors in item 1, preceding page

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
PRESCRIPTIVE PROCEDURES

Title of Product: Sequential Development Task Analysis

Program Content Area(s) *A-F

Price not available

General Objective Curriculum development which provides a sequential, developmental approach to learning

Format chart

Person Implementing:

- ___ Administrative
- X Instructional
- ___ Para-professional
- ___ Consultant
- ___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages not available

Package Components not available

How is this product specifically used in this particular component of your project? Functional levels of child ascertained, appropriate goals chosen; specific strategies delineated and other curricula areas integrated. Each step delineated and coordinated with learning style of child and parent involvement.

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available June, 1977)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
		X					

Abstract	Evaluation
Collection and organization of hierarchically sequenced objectives. Objectives delineate functional developmental levels specific learning strategies and learning style integrating behavior modification techniques, specific language input and sensory modalities, cognitive, social-affective, motor, and self help components of the task as well as parent involvement	Not available

This product may be ordered from:

*use descriptors in item 1, page 57.

CHILD PROGRESS EVALUATION

This section reflects briefly this projects activities in the area of Child Progress Evaluation. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 X Reading Skills
  B.4 X Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 ____ other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  X Medical
  X Educational
  X Health/Mental Health related Services
D. Team Approach: (Membership)

Project Coordinator   Pilot Class teacher(s)

Director Research/Design

Supervisor training/staff development

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Parent Questionnaire
B. Referral Worksheet

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
CHILD PROGRESS EVALUATION

Title of Product: Parent Questionnaire

Program Content Area(s) * 2 D

Price not available

General Objective Evaluation by parents of child's program.

Format survey

Person Implementing:

X Administrative
___ Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 3

Package Components not available

How is this product specifically used in this particular component of your project? Component of program evaluation.

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available not available)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
		X					

Abstract	Evaluation
Parents rate, on a scale of 1-5 (1-highest, 5-lowest) their child's progress as well as the specific aspects of their child's educational program.	Not available

This product may be ordered from:

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*use descriptors in item 1, preceding page

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
CHILD PROGRESS EVALUATION

Title of Product: Referral Worksheet

Program Content Area(s) *1, A-F

Price: not available

General Objective: To assist A & D Committee in sorting, out critical data on references.

Format: worksheet

Person Implementing:

X Administrative
___ Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 1

Package Components not available

How is this product specifically used in this particular component of your project? Is used by individual A & D Committee members to screen SED referrals before presenting to A & D Committee.

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available not available)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
Worksheet identifies child, indicating school history including previous test results, psychological, language, educational and physical. Also describes behavior patterns, and allows the team member to identify the child's problems and the needs of the district.	Not available.

This product may be ordered from:

*use descriptors in item 1, page 60.

IN-SERVICE PROGRAMS

Type: Workshop X Demonstration ______ Lecture ______

Other (specify) ______

Title of Workshop, Demonstration, etc. The Severely Emotionally Disturbed Child in the Classroom: Program Development

Target Population:* 1,2,4,5,10

Is this a mediated presentation? Yes X No ___

If yes, what media is used: Video tape(s)

General Objectives: To provide: (1) concrete guidelines for the development of educational programs for SED children on public school sites; (2) to provide appropriate classroom alternatives for SED children; (3) guidelines and instruction for evaluation and promotion of cognitive social-affective, language, motor and self-help skills for the SED child; (4) provide educational interventions for the area of sequential developmental task analysis; (5) to provide techniques for utilizing local resources and promoting community acceptance; (6) methods and guidelines for eliciting and maintaining parent involvement.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?		X
Is evaluation available? A. Program	X	
B. Participant	X	
Is it published?		X
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?	X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

IN-SERVICE PROGRAMS

Type: Workshop X Demonstration ____ Lecture ____

Other (specify) ____

Title of Workshop, Demonstration, etc. The Severely Emotionally Disturbed Child in the School: Parent Involvement

Target Population:*1,2,4,5,6,7,8,10,11

Is this a mediated presentation? Yes X No ___

If yes, what media is used: video-tapes

General Objectives: (1) to provide professionals with techniques, methods and guidelines for eliciting and maintaining parent cooperation and involvement in their child's educational program; (2) to provide parents with specific information concerning alternative strategies for the selection of management techniques and the utilization of community resources which are beneficial to the techniques chosen; (3) to provide a dialogue between professionals and parents in which mutual goals and expectations can be developed.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?		X
Is evaluation available? A. Program	X	
B. Participant	X	
Is it published?		X
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?	X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

IN-SERVICE PROGRAMS

Type: Workshop X Demonstration ______ Lecture ______

Other (specify) ______

Title of Workshop, Demonstration, etc. The Severely Emotionally Disturbed Child in the Classroom: Techniques and Methods for Use in Multi-disciplinary Assessment and Prescription.

Target Population:* 1,2,4,5,6,10

Is this a mediated presentation? Yes X No ___

If yes, what media is used: video-tapes

General Objectives: (1) concrete guideline for methods and techniques which may be used in assessment of SED children; (2) to provide techniques and methods for use in the administration and interpretation of standardized test instruments with SED children; (3) to provide a model of organization and communication between disciplines which enhances maximum results from the multi-disciplinary team approach; (4) to provide techniques and methods of informal assessment procedures for use in evaluation; (5) to provide guidelines for utilizing information gained through evaluation and assessment to develop specific educational interventions for the SED child within the classroom environment.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?		X
Is evaluation available? A. Program	X	
B. Participant	X	
Is it published?		X
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?	X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

PUBLIC AWARENESS

Public awareness is a critical part of this program and has been developed as follows:

The public awareness program, which has been developed as a significant component, reflects a major effort and purpose of the project, which is to develop a "ripple effect." It is felt that through training, local school district personnel (including assessment team members, teachers, classroom aides, site administrators as well as involved parents) can be assisted in the development of assessment techniques unique to the population of SED children. Significant application of assessment findings can be utilized in developing instructional interventions for the SED child within the classroom and within the home. The training, which incorporates specific techniques and methods within a developmental framework, is provided so that again a "ripple effect" will occur within the community. In this manner other teachers, assessment team members, etc., may receive training locally from personnel who have organized and set up pilot classes. The concept of the "ripple effect" also extends outside pilot class areas (through efforts to offer training opportunities) to other professionals not directly involved in the project.

Vehicles which are used to provide training are selected and tailored to meet the needs of the trainees. Intensive training sessions of two to four days' duration are provided for pilot class personnel as an introduction to the basic techniques, methods and theoretical framework of the project. Additional on-site sessions are provided for more intensive work in specific areas of need including assessment, program development and parent involvement. Visitations by project personnel to local school sites on a regularly scheduled basis offer opportunities for follow-up and for elaboration of basic understandings as well as application. Separate conferences for parents of the child and receiving local school district personnel are an essential part of the training offered as a result of the assessment aspect of the program.

In an effort to expand the project's effect beyond pilot class participants on-site workshops and institutes are offered to professionals and parents who are interested in the SED child. The development of numerous hand-outs, reference manuals, video-tapes and slide presentations to meet specific training needs as well as for publication is also an on-going effort.

Presentations to community organizations, PTA boards, professional and parent groups, college classes and publicity in the form of newspaper articles, radio programs and television are used to create awareness and interest in the project's program within the community.

DEMONSTRATION PROGRAM FOR SEVERELY HANDICAPPED CHILDREN

Last year the Developmental Training Center in Bloomington received a contract from B.E.H. to develop a program for school age children who are considered to be severely disturbed or severely handicapped. The type of children which we proposed to serve in the project are those who have been in a state hospital, or who are at risk of being institutionalized. In initiating the project, we made the assumption that a child is generally referred to a state hospital because his behavior is so extreme that the people who live, work, and play with him are not able to effectively continue this relationship. A request for services from an external agency is then made. We also assumed that in many cases people will continue to work or live with the child if they are given training and support services to help in interacting with the child.

There are two aspects of service delivery that this project is directed towards. The first involves the collecting of information about the problem situation. What does the child do which is disturbing? How do people react to this problem? What interventions have they tried? What services have been sought for the child and how are these being utilized? The staff of the project attempts to collect as much available information about the child as possible before he comes to the Center. Interviews and questionnaires are used to obtain information from the family, present and prior teachers and relevant community agency personnel. An attempt is made at this time to identify who actually has the problem. Is it the deviant behavior of the child, the inadequate skills of those interacting with the child, or both. The child then, comes to live at the Center for 2 to 8 weeks, or possibly longer. The purpose of the program at this time is to study the dynamics of the child's behavior, to assess his level of current functioning, and to test alternative intervention procedures which can be used to alleviate problem behavior. This information is then given to the family and school personnel in the form of training activities which are designed to up-grade their skills.

The second focus of the project is upon the decision making process involved in determining placement and individualized programming decisions. A series of staffings are held on each child, during which representatives of each program area (cottage, school, speech, psychology, etc.) meet together to discuss and decide issues such as placement and curriculum needs for the child. We're looking at ways to use observations and assessment information more efficiently especially the process for making decisions based upon sound objective information.

During this year and next, we will be trying to organize all the information which we're obtaining and to use this information to train other agencies or community groups.

PROGRAM SUMMARY

Name: Demonstration Program for Severely Handicapped Children

Director: Dr. Dennis Knapczyk

Mailing Address: 2853 East Tenth Street
Bloomington, Indiana 47401

Phone Number: 812/337-6500

Administrative Agency: Indiana University Developmental Training Center

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)			1			1
Retarded (Sev)			2	5		7
Sev. Emot. Dist.			6	1		7
Mult. Handicapped			1			1
Other (indicate specific handicap						
TOTAL			10	6		16

General population in service area: Rural (under 50,000) ____
Urban (over 50,000) X

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	1	50
Coordinators	1	33
Secretarial	1	100
Evaluation	1	50
Dissemination	1	50
Professional		
Teachers	1	100
Cottage Parent	1	100
Physical/Occup. Therapist	1	100
Social Worker	1	100

PROGRAM STAFF CONT.

Title	Number of Program Staff per Position	% of Time
Para-Professional		
Volunteers	20	Time for volunteers and trainees varies from 2 to 40 hrs. per week
Trainees	40	

PROGRAM RESOURCES BY HANDICAPPING CONDITIONS

	HANDICAPPING CONDITIONS			
PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices			WXY	
Diagnostic Procedures			WXY	
Prescriptive Techniques			WX	
Child's Program Evaluation Procedure			WX	
In-Service Program				
Parent Services			WXY	
Mediated Presentations (Administrative				
Mediated Presentations (Programmatic				
Books, Articles, and Publications				

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

IDENTIFICATION AND SCREENING PROCEDURES

This section reflects briefly this projects activities in the area of Identification and Screening. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
    B.1 X Listening Skills
    B.2 X Speaking Skills
    B.3 X Reading Skills
    B.4 X Writing Skills
X C. Cognitive
X D. Motor Development
    D.1 X gross
    D.2 X fine
    D.3 ___ other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
    X Family
    X Medical
    X Educational
    X Health/Mental Health related Services
D. Team Approach: (Membership)

Education	Social Work	Physical Education
Cottage	Speech	
Psychology	Recreation	

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Questionnaire/Interview Series

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: Questionnaire/Interview Series

Program Content Area(s) *A-F

Price not available

General Objective To determine the nature of problem in each referral situation.

Format Questionnaire

Person Implementing:

- ☐ Administrative
- ☒ Instructional
- ☐ Para-professional
- ☐ Consultant
- ☒ Ancillary Staff

Standardized: Yes ☐ No ☒

No. of Pages 22

Package Components Parent Interview, Teacher Interview, Telephone referral

How is this product specifically used in this particular component of your project? These questionnaires are used as the basic format for personal interviews and/or individual telephone contacts.

Is this product currently available?
Yes ☒ No ☐
(If no, please indicate date it will be available ______)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
					X		

Abstract	Evaluation
Abstract is not available at this stage of development.	

This product may be ordered from: Demonstration Program for Severely Handicapped Children
2853 East Tenth Street
Bloomington, Indiana 47401

*use descriptors in item 1, preceding page

PRESCRIPTIVE PROCEDURES

This section reflects briefly this projects activities in the area of Prescriptive Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 X Reading Skills
  B.4 X Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 X other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  ___ Medical
  X Educational
  ___ Health/Mental Health related Services
D. Team Approach: (Membership)

Education
Cottage
Psychology
Social Work
Speech
Recreation
Physical Education

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Cognitive

Spache Diagnostic Reading Test
Wide Range Achievement Test
Visual Motor Integration Test
Leiter International Performance Scale

Format (cont'd)

Peabody Picture Vocabulary Test
Wechsler Intelligence Scale for Children
Standford-Binet Intelligence Test

Motor

Southern California Perceptual Motor Tests
IUDTC Rhythm Test
Lincoln-Oseretsky Test
Standing Broad Jump
McCarron Figure Ground Test
Tracking and Form Perception Checklist
Gross Motor Coordination Checklist
Eye-Hand Coordination and Manipulation Checklist
Laterality and Bilaterality Checklist

Communication

Northwestern Syntax Screening Test
Audiological Evaluation
Goldman-Fristoe Test of Articulation
Voice and Fluency Evaluation
Assessment of Children's Language Comprehension
Peabody Picture Vocabulary Test
Parson's Language Sample

Social

Facial Expression Emotions Test
Recreation Skills and Interest Checklist

CHILD PROGRESS EVALUATION

This section reflects briefly this projects activities in the area of Child Progress Evaluation. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 X Reading Skills
  B.4 x Writing Skills
x C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 X other
X E. Emotional Development
  (intra personal)
X F. Socialization
  (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  ____ Medical
  X Educational
  ____ Health/Mental Health related Services
D. Team Approach: (Membership)

Education	Social Work	Physical Education
Cottage	Speech	
Psychology	Recreation	

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Developmental Social Behavior Checklist
B. For additional Child Progress Evaluation instruments, refer to list of instruments in the Prescriptive Procedures Section.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
CHILD PROGRESS EVALUATION

Title of Product: Developmental Social Behavior Checklist

Program Content Area(s) * F

Price

General Objective To assess social development.

Format Checklist

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
X Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 13

Package Components Undetermined at this stage of development.

How is this product specifically used in this particular component of your project? This checklist is used to record the social behavior observed by the cottage parents and professional staff.

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available ___________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
			X				

Abstract	Evaluation
A social developmental checklist used to chart individual progress.	Not available

This product may be ordered from:

*use descriptors in item 1, preceding page

IN-SERVICE PROGRAMS

Type: Workshop X Demonstration ____ Lecture ____

Other (specify) ____

Title of Workshop, Demonstration, etc. Teachers Role in the Annual Case Review

Target Population:*1,2,4 and 5

Is this a mediated presentation? Yes ___ No X

If yes, what media is used: ____

General Objectives: To discuss the various components of an annual case review and explore how these procedures can be more effectively formulated.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?		X
Is evaluation available? A. Program		X
Is evaluation available? B. Participant	X	
Is it published?		X
Is program open to outside participation?		X
Is end product available to be presented outside this agency?		X

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

PUBLIC AWARENESS

Public awareness is a critical part of this program and has been developed as follows:

We have presented descriptions of the program and its various components to various professional organizations. Also, a workshop has been presented to a school district and we are currently providing consultation services to the administrators and teachers in the district who provide services to the severely and profoundly handicapped.

EARLY LEARNING CENTER FOR HANDICAPPED CHILDREN

In order to reduce or prevent secondary handicaps caused by deprivation of stimulation, exciting and innovative programs for assisting handicapped children in their early years have been funded throughout the United States in Public Law 90-538.

One of the projects in the network of experimental classes supported by the Bureau of Education for the Handicapped is located in El Paso, Texas. Its purpose is to demonstrate to state and local agencies, as well as parents in the community, the efficacy and strategies of preschool education for the handicapped child. The program is designed to shape, or to influence the shaping of early intervention and training of the three- to five-year-old who has one or more handicapping conditions. The plan provides a comprehensive demonstration model housed in a home-like setting.

The two-cottage facilities acquired to house the preschool are owned by the El Paso Independent School District. The grantee for the pilot program is a local education agency, Region XIX Education Service Center. Texas is divided into twenty such centers for regional assistance to school districts in the area.

The cottages are located in a residential neighborhood of middle income Mexican-American population. As El Paso is approximately 65% Spanish speaking, the majority of the children in the project are of Mexican descent. There is one Anglo teacher, one Mexican-American teacher, and two Mexican-American aides. All are bilingual and can communicate with all of the children.

The objectives of the experimental plan are: (1) to establish a basic philosophy of early childhood training for the three- to five-year-old handicapped child, (2) to establish a diagnostic team for early identification and evaluation of the preschool handicapped child, (3) to prescribe and implement a program of education based on the individual needs of the child, (4) to involve the parents of the handicapped child in the formal education and the home training of the child through in-service meetings and active participation in the classrooms, (5) to display and demonstrate a model program in a community setting to community leaders, lay people, educational professionals, and local school districts in order to emphasize the effectiveness of preschool training for handicapped children and (6) to assist the handicapped preschool child to enter a regular classroom when possible, and to enter special education classrooms when the disability is too severe for the regular classroom.

There is a particular need for children who are limited to begin at an earlier age to acquire the needed tools to meet public school education successfully.

Twenty-six children are currently enrolled, grouped heterogeneously into three groups. Mothers attend one day every other week to assist in the classroom and learn how to carry over the curriculum into the home.

The primary objectives are to identify three, four, and five-year-old children with difficulties and prescribe individual teaching programs as intervention in their education, with the goal of entrance into public school at age six. The program provides physical therapy, speech therapy, language development and hearing therapy to the children.

A small group of five-year-old normal children has been integrated into the classroom to provide language models and to stimulate motor development in the handicapped children. While this group is not a "control" in the research sense of the term, informal analysis has produced positive response to this aspect of learning.

The fathers of the children in the project helped to build the playground equipment and El Paso business firms contributed materials to the Early Learning Center.

Visitors to the project gain new insight and understanding of handicapping conditions. The University of Texas at El Paso sends students to learn new philosophies and teaching approaches.

The El Paso Independent School District sends teachers and supervisors to observe the strategies of the project and its plan for replication.

A Spanish-speaking psychologist from the University of Texas at El Paso, Dr. Guido Barrientos, is a consultant to the project. He conducts Parent's Night Meetings bi-monthly to assist mothers and fathers in the management of their children. He emphasizes behavior modification and the normal treatment of all children. His graduate students from the university are assistants to the program, and they go into the homes of the participating children to help solve problems and explain behaviors. These Master of Arts in Psychology candidates are operating in a practicum for which they receive credit hours.

A spin-off now includes 0-3 infants and toddlers, plus a WARM LINE - telephone counseling service for parents.

The OUTREACH plan demonstrates to state and local educational agencies, as well as community leaders, the effectiveness of preschool training for the handicapped child.

PROGRAM SUMMARY

Name: Early Learning Center for Handicapped Children

Director: Dr. Patricia G. Adkins

Mailing Address: 1308 Luni
El Paso, Texas 79925

Phone Number: 915/779-3737

Administrative Agency: Region XIX Educational Service Center

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)						
Retarded (Sev)						
Sev. Emot. Dist.		5				5
Mult. Handicapped	17	22				39
Other (indicate specific handicap						
TOTAL	17	27				44

General population in service area: Rural (under 50,000) ____
Urban (over 50,000) X

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	1	100
Secretarial	1	100
Professional		
Teachers	2	100
Psychologists	1	100
Social Worker	1	50
Language Specialist	1	50

PROGRAM STAFF CONT.

Title	Number of Program Staff per Position	% of Time
Para-Professional		
Teacher's Aides	2	100
Parents	52	*
Interns	5	100

*Parents with children in the age range of 0-3 are required to spend 1 morning a week at the center. Parents with children 4-5 years old are required to spend 1 day a month.

PROGRAM RESOURCES
BY HANDICAPPING CONDITIONS

	HANDICAPPING CONDITIONS			
PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices				Z
Diagnostic Procedures				W
Prescriptive Techniques				Z
Child's Program Evaluation Procedure				W
In-Service Program				W
Parent Services				W
Mediated Presentations (Administrative				Y
Mediated Presentations (Programmatic				Y
Books, Articles, and Publications				Y

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

IDENTIFICATION AND SCREENING PROCEDURES

This section reflects briefly this projects activities in the area of Identification and Screening. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
    B.1 X Listening Skills
    B.2 X Speaking Skills
    B.3 ____ Reading Skills
    B.4 ____ Writing Skills
X C. Cognitive

X D. Motor Development
    D.1 X gross
    D.2 X fine
    D.3 ____ other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
    X Family
    X Medical
    ____ Educational
    ____ Health/Mental Health related Services

D. Team Approach: (Membership)

Director	Language Specialist	
Psychologist		
Social Worker		

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Early Learning Center, Curriculum Guide for Exceptional Children
B. Teacher Training, Daily Curriculum
C. Teacher Training, Daily Curriculum (Developmental 0-2)

DIAGNOSTIC PROCEDURES

This section reflects briefly this projects activities in the area of Diagnostic Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
    B.1 X Listening Skills
    B.2 X Speaking Skills
    B.3 ____ Reading Skills
    B.4 ____ Writing Skills
X C. Cognitive

X D. Motor Development
    D.1 X gross
    D.2 X fine
    D.3 ____ other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
    X Family
    X Medical
    ____ Educational
    ____ Health/Mental Health related Services

D. Team Approach: (Membership)

Psychologist

Teacher-Special Ed.

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Denver Developmental Scale
B. Peabody Picture Vocabulary Test
C. Goldman-Fristoe Test of Articulation
D. Wechsler Preschool Primary Scale of Intelligence
E. Illinois Test of Psycholinguistic Abilities

PRESCRIPTIVE PROCEDURES

This section reflects briefly this projects activities in the area of Prescriptive Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

  __X__ A. Self Help
  __X__ B. Communications
    B.1 __X__ Listening Skills
    B.2 __X__ Speaking Skills
    B.3 ____ Reading Skills
    B.4 ____ Writing Skills
  __X__ C. Cognitive
  __X__ D. Motor Development
    D.1 __X__ gross
    D.2 __X__ fine
    D.3 ____ other
  __X__ E. Emotional Development (intra personal)
  __X__ F. Socialization (intra personal)

2. Method:

  A. __X__ Anecdotal Reporting/Historical Research
  B. __X__ Observation
  C. __X__ Behavioral
  D. __X__ Interviews
    __X__ Family
    __X__ Medical
    ____ Educational
    ____ Health/Mental Health related Services
  D. Team Approach: (Membership)

  Psychologist
  Educational Diagnostician

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

  A. Structured Experiences for Developmental Learning
  B. Daily Classroom Activities

CHILD PROGRESS EVALUATION

This section reflects briefly this projects activities in the area of Child Progress Evaluation. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 ____ Reading Skills
  B.4 ____ Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 ____ other
X E. Emotional Development
  (intra personal)
X F. Socialization
  (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  ____ Medical
  ____ Educational
  ____ Health/Mental Health related Services
D. Team Approach: (Membership)

Psychologist

Teachers-Special Ed.

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

The same test listed under Diagnostic Procedures are used in a pre-test post-test situation.

IN-SERVICE PROGRAMS

Type: Workshop X Demonstration X Lecture ____

Other (specify) ____

Title of Workshop, Demonstration, etc. Early Intervention

Target Population:* 1, 2, 5, 7, 8, 10, 12

Is this a mediated presentation? Yes X No ___

If yes, what media is used: Slide-Tape in English and Spanish

General Objectives: The general objective of this in-service program is to train parents, teachers and administrators in early intervention strategies.

		Yes	No
Is specific information of workshop, etc. applicable to this project only?			X
Is evaluation available?	A. Program		X
	B. Participant		X
Is it published?			X
Is program open to outside participation?		X	
Is end product available to be presented outside this agency?		X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

BOOKS, ARTICLES, PUBLICATIONS
(CENTRAL PROGRAM DEVELOPED)

Books:
- Structured Experiences for Developmental Learning.
- Curriculum Guide for Exceptional Children.
- Parents, Help Your Child Develop Speech and Language.
- Our Parents, Our Partners.

Articles:

"Parents in the Classroom, Boon or Bane?"
"A Call for Early Learning Centers"

ESPERANZA PARA NUESTROS NINOS

Esperanza Para Nuestros Ninos, Inc. is a parent-managed, private non-profit school offering training and treatment services for developmentally disabled children and youth and their families, and particularly for the severely disabled. The school, located in the South Valley of Albuquerque, New Mexico, draws its students from the entire community and surrounding rural areas.

Esperanza was started in 1968 by a group of parents, all of whom had severely mentally retarded children at home. Their children had been rejected by every other program in the community; those of school age had been rejected by the public schools.

Esperanza is managed by a parent board, which sets policies, obtains funds, helps to design as well as approve budgets, and oversees operations of the school. The board adopted the policy of accepting any handicapped child who could be helped by Esperanza's services, and who could not receive help elsewhere.

Esperanza operates 11 classrooms, three therapy rooms, and a residence located away from the school.

It currently serves 94 students, ranging in age from newborn to 21. The majority of Esperanza students are severely multi-handicapped; they have severe to profound mental retardation, plus severe to profound orthopedic and neurological handicaps. One group of severely handicapped students, for example, of chronological ages 12 to 13, functions at mental ages of 1.5 to 2 years. Some Esperanza students, however, are severely physically handicapped but of normal intelligence, a few are mentally retarded but not physically handicapped, and a small group is only mildly delayed.

In this parent-founded, family-centered school, parental participation is, of course, highly desired. Family support often makes the crucial difference in whether a handicapped child can progress with the help of the school's services. Some 20% of the staff are Esperanza parents, who work in all professional and support levels.

PROGRAM SUMMARY

Name: Esperanza Para Nuestros Ninos

Director: Ruby Luna

Mailing Address: P.O. Box 12212
Albuquerque, New Mexico 87105

Phone Number: 505/873-0600

Administrative Agency: Esperanza

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)			3	3		6
Retarded (Sev)	6	2	7	8		23
Sev. Emot. Dist.				2		2
Mult. Handicapped	10	2	2	3	1	18
Other (indicate specific handicap						
TOTAL	16	4	12	16	1	49

General population in service area: Rural (under 50,000) ____
Urban (over 50,000) X

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	1	50
Asst. Directors	1	75
Coordinators	2	100
Secretarial	2	75 & 80
Other (please specify)		
Disseminator	1	100
Business Manager	1	75
Professional		
Teachers	5	100
Psychologists	1	15
Other (please specify)		
Social Worker	1	100
Speech Therapy	1	100

PROGRAM STAFF CONT.

Title	Number of Program Staff per Position	% of Time
Occupational Therapy	1	100
Physical Therapy	1	100
Para-Professional		
Teacher's Aides	7	100
Parents	4	100
Volunteers	10	100
Interns	1	100

PROGRAM RESOURCES
BY HANDICAPPING CONDITIONS

HANDICAPPING CONDITIONS

PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices	Z	Z	Z	Z
Diagnostic Procedures	Z	Z	Z	Z
Prescriptive Techniques	Z	Z	Z	Z
Child's Program Evaluation Procedure	Z	Z	Z	Z
In-Service Program	W	W	W	W
Parent Services	W	W	W	W
Mediated Presentations (Administrative	Z	Z	Z	Z
Mediated Presentations (Programmatic	Z	Z	Z	Z
Books, Articles, and Publications	Z	Z	Z	Z

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

IDENTIFICATION AND SCREENING PROCEDURES

This section reflects briefly this projects activities in the area of Identification and Screening. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 X Reading Skills
  B.4 X Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 X other
X E. Emotional Development (intra personal)
___ F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  X Medical
  X Educational
  X Health/Mental Health related Services
D. Team Approach: (Membership)

Teacher	Occupational Therapist	Social Worker
Physical Therapist	Speech Therapist	Home Bound Coordinator
Psychologist	Educational Supervisor	

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Verbal Language Development Scale
B. Vineland Social Maturity Scale
C. The Bzoch-League Receptive-Expressive Emergent Language Scale
D. Language Sample Analysis
E. Hearing Screening

DIAGNOSTIC PROCEDURES

This section reflects briefly this projects activities in the area of Diagnostic Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 X Reading Skills
  B.4 X Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 X other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  X Medical
  X Educational
  X Health/Mental Health related Services
D. Team Approach: (Membership)

Teacher	Speech Therapist	Social Worker
Physical Therapist	Psychologist	Home Bound Coordinator
Occupational Therapist	Educational Supervisor	

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Goldman-Fristoe Test of Articulation
B. The Assessment of Children's Language
C. Illinois Test of Psycholinguistic Abilities

PRESCRIPTIVE PROCEDURES

This section reflects briefly this projects activities in the area of Prescriptive Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
    B.1 X Listening Skills
    B.2 X Speaking Skills
    B.3 X Reading Skills
    B.4 X Writing Skills
X C. Cognitive

X D. Motor Development
    D.1 X gross
    D.2 X fine
    D.3 X other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
    X Family
    X Medical
    X Educational
    X Health/Mental Health related Services
D. Team Approach: (Membership)

Occupational Therapist
Special Education Teacher
Physical Therapist
Social Worker
Speech Therapist
Psychologist

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. New Mexico State Curriculum Guide for Trainable Mentally Retarded
B. Curriculum Instruction for Severely Handicapped Children
C. Precision Teaching
D. Project Me
E. Activities for Life Remediation of Sensorimotor Dysfunction in Primary School Children

Format (cont'd)

F. TARC Assessment System
G. Title I Project - Parson State Hospital
H. The Development and Implementation of a Public School Prevocational Training Program for Trainable Retarded or Severely Emotional Disturbed
I. Karnes Infant Curriculum
J. Aids to Psycholinguistic Teaching
K. Wilson Initial Syntax Development Program
L. Portage Guide to Early Education Language Checklist
M. Monterey Program of Language Development
N. Distar I
O. Appropriate Behavior Through Communication: A New Program in Simultaneous Language
P. "A Behavioral - Psycholinguistic Approach to Language Training" published in No. 18, 1974 American Speech and Hearing Association Monograph pg. 96-129.

CHILD PROGRESS EVALUATION

This section reflects briefly this projects activities in the area of Child Progress Evaluation. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 X Reading Skills
  B.4 X Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 X other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  X Medical
  X Educational
  X Health/Mental Health related Services
D. Team Approach: (Membership)

Teacher	Speech Therapist	
Occupational Therapist	Social Worker	
Physical Therapist	Psychologist	

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Esperanza Para Nuestros Ninos School Motor Development Assessment Chart
B. Portage Project
C. Down's Syndrome Performance Inventory
D. AAMD Adaptive Behavior Scale
E. The Goldman Fristoe Test of Articulation
F. Peabody Picture Vocabulary Test

Format (cont'd)

G. Verbal Language Development Scale
H. The Bzoch-League Receptive - Expressive Emergent Language Scale
I. Language Sample Analysis
J. Early Language Training - from "A Behavioral, Psycholinguistic Approach to Language Training by Kathleen Stremel and Carol Waryas
K. Children's Hospital Reflex Evaluation, Denver, Colorado
L. Bayley Scales of Infant Development
M. Callier - Azusa Scale
N. Monterey - Road Map to Effective Teaching, Monterey County Office of Education, Special Education Department, P. O. Box 851, Salinas, California 93901
O. Range of Motion Test
P. Manual Muscle Test
Q. Motor Development Checklist
R. Postural Reflex Testing
S. Observations of Sensory-Integration
T. Southern California Test Battery for the Assessment of Dysfunction
U. TARC Assessment System

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
CHILD PROGRESS EVALUATION

Title of Product: Esperanza Para Nuestros Ninos School Motor Development Chart

Program Content Area(s) * D 1,2,3

Price ______

General Objective To evaluate children's: gross motor level; orthopedic aspects; neurologic aspects.

Format Checklist with accompanying narrative

Person Implementing:

____ Administrative
____ Instructional
X Para-professional
____ Consultant
____ Ancillary Staff

Standardized: Yes ____ No X

No. of Pages 3

Package Components Undetermined at this stage of development

How is this product specifically used in this particular component of your project? For evaluation and screening.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ______)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
					X		

Abstract	Evaluation
This 3-page evaluation attempts to incorporate the following areas; Assessment of gross motor level; neurological assessment; orthopedic assessment, general information and background; goal and treatment plan. It arose from a need to evaluate multiply handicapped youth.	The evaluation will be used on approximately 100 children in a multiply handicapped school setting. The children age range from 3 months to 21 years. The etiologies of the children's problems are varied - The evaluation will be tried on handicapped/retarded and near - normal children (who serve as models at school).

This product may be ordered from:

Ann Browlee, L.P.T., c/o Physical Therapy Department, Esperanza Para Nuestros Ninos School, 1820 Valdora, S.W., Albuquerque, New Mexico 87105

*use descriptors in item 1, preceding page

IN-SERVICE PROGRAMS

Type: Workshop X Demonstration ___ Lecture ___

Other (specify) ___

Title of Workshop, Demonstration, etc. "Cultural Diversities and the Exceptional Child"

Target Population:* 1

Is this a mediated presentation? Yes X No ___

If yes, what media is used: Slide projector

General Objectives: Workshop designed for college students to discuss various methods and ideas which can be employed when working with exceptional children from varied cultural backgrounds.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?		X
Is evaluation available? A. Program		X
B. Participant		X
Is it published?		X
Is program open to outside participation?		X
Is end product available to be presented outside this agency?	X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

IN-SERVICE PROGRAMS

Type: Workshop ____________ Demonstration __X__ Lecture ____________

Other (specify) ____________

Title of Workshop, Demonstration, etc. "Community Concern '75"

Target Population:* 1-12

Is this a mediated presentation? Yes X No ___

If yes, what media is used: Slide projector

General Objectives: A community fair including all of Albuquerque's social, health and educational agencies.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?		X
Is evaluation available? A. Program		X
Is evaluation available? B. Participant		X
Is it published?		X
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?	X	

*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

PUBLIC AWARENESS

Public awareness is a critical part of this program and has been developed as follows:

Esperanza School strives to be in the public eye several times during the year. Articles are arranged periodically with the Albuquerque Journal/ Albuquerque Tribune as well as other surrounding community newspapers.

Sending representatives to workshops at Universities in New Mexico is also done frequently. In addition slide shows and demonstrations are set up for various community agencies such as "Community Concern '75" as well as to local medical associations, etc.

The entire scope of the media is used often.

BOOKS, ARTICLES, PUBLICATIONS
(CENTER/PROGRAM DEVELOPED)

Publications: ESPERANZA: A School for Handicapped Children and Youth
copyright, 1975 by Esperanza Para Nuestros Ninos, Inc.

GEORGIA PSYCHOEDUCATIONAL CENTER NETWORK

The Georgia Psychoeducational Center Network is a state-wide system of community-based centers, each of which provides psychological and educational services for severely emotionally or behaviorally disturbed children, from birth through fourteen years of age, and their families. The Rutland Center in Athens, Georgia was the prototype for this network and continues to serve as a demonstration center. Initiated in 1972, the Network now consists of 24 centers in which mental health experts and educators pool their resources to solve the special problems of these seriously troubled children.

The network is unique in that:

1. It's comprehensive - Each child referred to a psychoeducational center may receive a full range of services, including thorough diagnosis, treatment, periodic evaluation, and follow-up.
2. It is a cooperative effort - Utilizing the communities' mental health and teaching professions, capitalizing on the benefits of a team approach utilizing psychologists, psychiatrists, educators, social workers, and volunteers.
3. It is community based - It offers help to a group of children who are usually excluded from schools and often isolated from friends and family.
4. It offers assistance to parents and regular school teachers who may influence and help disturbed children, but who frequently need guidance in order to be effective.
5. It reaches the geographically distant counties by a series of outposts or field centers, bringing psychoeducational services within thirty minutes of any child in Georgia.

6. It is working, and its successes are being documented.

The following services are provided by the Network Centers:

1. TESTING AND EVALUATION of severely emotionally disturbed infants and children up to fourteen years of age.
2. PSYCHOEDUCATIONAL CLASSES for disturbed preschool and school age children with emphasis on helping the child learn behavioral, communication, socialization, and academic skills.
3. CONSULTATION AND TRAINING FOR PARENTS in planning home routines.
4. EXTENSIVE PROGRAM EVALUATION AND STAFF TRAINING to insure effective help for severely emotionally and behaviorally disturbed children.

PROGRAM SUMMARY

Name: Georgia Psychoeducational Center Network

Director: Robert T. Jacob

Mailing Address: State Department of Education
State Office Building
Atlanta, Georgia 30334

Phone Number: 404/656-2425

Administrative Agency: Georgia Department of Education

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)						
Retarded (Sev)						
Sev. Emot. Dist.				6450		6450
Mult. Handicapped						
Other (indicate specific handicap						
TOTAL				6450		6450

General population in service area: Rural (under 50,000) X
Urban (over 50,000) X

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	1	100
Coordinators	1	100
Secretarial	1 to 2	100
Program Evaluators	1/2 to 2	50-100
Professionals		
Educational Therapist	5-7	100
Psychologists	1	30-100
Psychometrist	1	30
Social Workers	1 to 2	100
Social Work Technicians	1 to 2	100
Infant Evaluator	1/2 to 1	50-100

PROGRAM STAFF CONT.

Title	Number of Program Staff per Position	% of Time
Para-Professional		
Paratherapist	5-7	100

PROGRAM RESOURCES BY HANDICAPPING CONDITIONS

	HANDICAPPING CONDITIONS			
PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices			Y	
Diagnostic Procedures			Y	
Prescriptive Techniques			Y	
Child's Program Evaluation Procedure			Y	
In-Service Program			Y	
Parent Services			Y	
Mediated Presentations (Administrative			Y	
Mediated Presentations (Programmatic			Y	
Books, Articles, and Publications			Y	

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

The additional Progress Summary for the Georgia Psychoeducational Center Network is reported under the section: The National Technical Assistance Office - Rutland Center, Page 116.

RUTLAND CENTER

Rutland Center is a community-based facility which combines professional mental health and special education personnel in a cooperative program of psychoeducational service to seriously emotionally disturbed or behaviorally disordered children, birth to 14 years, their parents and teachers. It also serves less severely mixed and handicapped preschool children in normal day care settings. The center operates through three basic components: intake and diagnostics, psychoeducational services to children and families and school follow-through. Rutland Center utilized the Developmental Therapy curriculum which is composed of four curriculum areas (Behavior, Communication, Socialization, and Academics) arranged in five distinct developmental stages, each requiring a different psychological emphasis, and different techniques, materials and experiences. Special services to parents are an integral part of the treatment model and are provided by the treatment team. To strengthen relationships between the child's regular school teacher and his Rutland Center team, Rutland Center provides a school follow-through program. Projections for programs utilizing the model in 1976 include 23 programs in 9 states, in addition to 24 centers in Georgia.

Public or private non-profit agencies interested in adopting the Rutland Center-Developmental Therapy model to treat severely emotionally disturbed preschool children, their parents and teachers must satisfy the following minimal obligations:

1. Utilize the Developmental Therapy Curriculum Component of the model (which includes concurrent placement in "normal setting" whenever possible);
2. Provide referral, intake, and diagnostic services, services to parents, and services to teachers (Model components can be used);
3. Treat at least 25 preschool handicapped children and their families during a given fiscal year;
4. Obligate the following staff:
    a. Two Master's level teachers certified in emotionally disturbed, behavior

disorders, or early childhood (one teacher designated as program coordinator);

  b. Two teacher's aides or paraprofessionals;
  c. One Parent Worker (MSW preferred);
  d. Assessment Services (part time)
     1) Educational Diagnostician
     2) Psychologist (w/skills in administering and interpreting projectives)
     3) Child Psychiatrist
  e. Recommend full time secretary.

5. Provide appropriate local physical facility (two classrooms w/observation rooms and office, conference, and testing space);
6. Provide adequate program, supply and travel expenses, and training time;
7. Assure both continuation of services to preschool children and families and maintenance of quality of the model.

First, there will be opportunities for limited numbers of potential adopters to receive support from the Bureau of Education for the Handicapped for one year's assistance in adopting the model. Interested parties should contact the Handicapped Children's Early Education Program, 400 Maryland Avenue, S.W., ROB 2008, Washington, D.C. 20202 for information.

Second, those potential adopters able to obtain local funding, or who are not able to secure BEH funding, may request technical assistance services on an alternative basis directly from this project.

Visitors to the Rutland Center in Athens, Georgia are welcome throughout the year. Additionally, model utilization programs in other states can be scheduled for visits. Requests for visits to these programs will be coordinated by this project.

Presentations, as integral parts of program planning and design efforts, are available on local sites providing a commitment to utilize the model to serve preschool handicapped children, their parents and teachers.

Training is planned on an individual basis for each program receiving assistance depending on staff experience and training, and is conducted both on local program sites and on the demonstration site in Athens, Georgia.

PROGRAM SUMMARY

Name: Rutland Center (Demonstration Center for Development Therapy)

Director: Dr. William W. Swan

Mailing Address: 698 North Pope Street
Athens, Georgia 30601

Phone Number: 404/549-3030

Administrative Agency: Clarke County School District

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)						
Retarded (Sev)						
Sev. Emot. Dist.	30	87	120	30		267
Mult. Handicapped						
Other (indicate specific handicap						
TOTAL	30	87	120	30		267

General population in service area: Rural (under 50,000) ____
Urban (over 50,000) X

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	1	100
Coordinator	1	100
Secretarial	2	100
Program Evaluators	2	100
Professional		
Teachers	7	100
Psychologists	1	60
Medical	1	30
Social Workers	2.5	100
Music Therapists	1	100
Art Therapist	1	100

PROGRAM STAFF CONT.

Title	Number of Program Staff per Position	% of Time
Para-Professional		
Paratherapist	4	100
Interns	4	100
Bus Driver/Custodian	1	100

PROGRAM RESOURCES BY HANDICAPPING CONDITIONS

	HANDICAPPING CONDITIONS			
PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices			Y	
Diagnostic Procedures			Y	
Prescriptive Techniques			Y	
Child's Program Evaluation Procedure			Y	
In-Service Program			Y	
Parent Services			Y	
Mediated Presentations (Administrative			Y	
Mediated Presentations (Programmatic			Y	
Books, Articles, and Publications			Y	

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

The additional Program Summary for the Rutland Center (Demonstration Center for Developmental Therapy) is reported under the section: National Technical Assistance Office - Rutland Center, Page 116.

PROGRAM SUMMARY

Name: National Technical Assistance Office - Rutland Center

Director: Dr. William W. Swan

Mailing Address: Mr. Anthony G. Beardsley, Program Coordinator
698 North Pope Street
Athens, Georgia 30601

Phone Number: 404/549-3030

Administrative Agency: University of Georgia

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)						
Retarded (Sev)						
Sev. Emot. Dist.	Approximately 575 (Between the ages of 2-8)					575
Mult. Handicapped						
Other (indicate specific handicap						
TOTAL	Approximately 575					575

General population in service area: Rural (under 50,000) X
Urban (over 50,000) X

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	1	50
Asst. Directors	1	25
Secretarial	2	100
Assoc for Information Dissemination	1	50
Assoc. for Training	2	100

PROGRAM RESOURCES
BY HANDICAPPING CONDITIONS

	HANDICAPPING CONDITIONS			
PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices			Y	
Diagnostic Procedures			Y	
Prescriptive Techniques			Y	
Child's Program Evaluation Procedure			Y	
In-Service Program			Y	
Parent Services			Y	
Mediated Presentations (Administrative			Y	
Mediated Presentations (Programmatic			Y	
Books, Articles, and Publications			Y	

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

IDENTIFICATION AND SCREENING PROCEDURES

This section reflects briefly this projects activities in the area of Identification and Screening. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 X Reading Skills
  B.4 X Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 x gross
  D.2 x fine
  D.3 ____ other
x E. Emotional Development (intra personal)
x F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  X Medical
  X Educational
  X Health/Mental Health related Services

D. Team Approach: (Membership)

Social Worker

Educational Therapist

Child Psychologist   Other Disciplines as Needed

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. "And a Child Grows" (filmstrip with audio tape)
B. "A Child's Way of Asking" (filmstrip with audio tape)

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: "And a Child Grows"

Program Content Area(s) * All but D-3

Price Short Term Loan

General Objective To provide information to interested groups concerning emotionally disturbed children, Rutland Center, the Georgia Psychoeducational Center Network and the services offered

Format Filmstrip with cassette audio tape

Person Implementing

X Administrative
___ Instructional
___ Para-professional
X Consultant
X Ancillary Staff

Standardized: Yes ___ No X

No. of Pages N/A

Package Components Filmstrip with audio tape

How is this product specifically used in this particular component of your project? Shown to individuals and groups potentially interested in services available from a psychoeducational center network; provides a general orientation to the needs of emotionally disturbed children and the availability of services from a center.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available __________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
Provides an orientation to the needs of emotionally disturbed children (ages birth to 14 years) and the availability of services in the State of Georgia. Information is presented regarding the Rutland Center-Developmental Therapy model and the Georgia Psychoeducational Center Network. Illustrates how a treatment model for severely emotionally disturbed children can be extended into a statewide network design.	Field tested with over 5,000 in the past three years including, but not limited to parents, teachers, educational administrators, counselors, psychologists, visiting teachers, National CEC, NAEYC legislators, state departments of education and mental health.

This product may be ordered from:
National Technical Assistance Office
Rutland Center
698 North Pope Street
Athens, Georgia 30601 404/549-3030

*use descriptors in item 1, preceding page

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: "A Child's Way of Asking"

Program Content Area(s) * All But D-3

Price Short term loan

General Objective To identify and describe sixteen key behavioral problems which most often indicate a need for special services.

Format Film with cassette audio-tape

Person Implementing:

X Administrative
___ Instructional
___ Para-professional
X Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 1 Page Brochure

Package Components Filmstrip with audio-tape

How is this product specifically used in this particular component of your project? Shown to groups of parents, teachers, and other interested persons and organizations to provide information on key referral problems. Followed up by discussion led by staff members. (Administrative or Consultant)

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
Details and explains sixteen types of behavioral problems which can signify a need for special assistance. The filmstrip is ten minutes in length.	Field tested with groups of parents, public school teachers, headstart teachers and administrators, other psycho-educational centers, other groups serving handicapped children, other professional groups, and media fairs.

This product may be ordered from:

National Technical Assistance Office
Rutland Center
698 North Pope Street
Athens, Georgia 30601

*use descriptors in item 1, page 118.

DIAGNOSTIC PROCEDURES

This section reflects briefly this projects activities in the area of Diagnostic Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

x A. Self Help
x B. Communications
  B.1 x Listening Skills
  B.2 x Speaking Skills
  B.3 x Reading Skills
  B.4 x Writing Skills
x C. Cognitive

x D. Motor Development
  D.1 x gross
  D.2 x fine
  D.3 ____ other
x E. Emotional Development (intra personal)
x F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  ____ Medical
  X Educational
  X Health/Mental Health related Services
D. Team Approach: (Membership)

Educational Therapist   Child Psychiatrist
Social Worker
Child Psychologist

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Referral Form Checklist
B. Rutland Center Educational Assessment
C. Developmental Therapy Objectives Rating Form

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: Referral Form Checklist (RFCL)

Program Content Area(s) *All except D-3

Price See "package Components"

General Objective To document the perception of a child's problems in a common format for parents, teachers, educational evaluators, psychologists, and child psychiatrists.

Format Paper Form

Refer to the evaluation below

Standardized: Yes ___ No ___

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
X Consultant
X Ancillary Staff

No. of Pages 12

Package Components Instrument Contained in the Rutland Center Model for Treating Emotionally Disturbed Children: $5.00 Order Below

How is this product specifically used in this particular component of your project? The parents, teacher (s), educational evaluators, psychologists, and child psychiatrists complete the RFCL independently. The parents complete the RFCL with the assistance of a social worker as necessary and the teacher (s) complete the RFCL with the assistance of an educational therapist as needed. Ratings from all persons completing the RFCL are summarized and used at Staffing as an integral part of the decision-making process concerning particular treatment alternatives.

Is this product currently available?
Yes X **No** ___
(If no, please indicate date it will be available ________**)**

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract

The RFCL is composed of two parts. Part I consists of 54 key problem behaviors in the areas of behavior, communication, socialization, and (pre) academics. Additional supplementary information is also requested. Each item is rated on a five-point scale from "Not Noticed or Not a Problem" to "High Priority Problem." Part II is composed of tentative diagnostic classifications adaptedfrom the American Psychiatric Association. Summary instruments for this basic instrument are also available.

Evaluation

Instrument was designed from referral problems contained in the literature and two years of referral problems with Rutland Center resulting in a pool of over 200 problems. Elimination of duplicates and synthesis resulted in 54 problems. Instrument was utilized by Rutland Center for two years prior to utilization by the 24 centers in the Georgia Psychoeducational Center Network and other centers.

This product may be ordered from: National Technical Assistance Office Rutland Ce
698 North Pope Street
Athens, Georgia 30601

***use descriptors in item 1, preceding page**

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: Rutland Center Educational Assessment

Program Content Area(s) * All except D-3

Price $5.00

General Objective To determine referred child's current and potential modes of functioning in a variety of social and academic settings and with a variety of media

Format ____

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 6

Package Components Contained in The Rutland Center Model for Treating Emotionally Disturbed Children.

How is this product specifically used in this particular component of your project? Collection of information by the educational evaluator during the educational assessment of a referred child provides comprehensive information concerning a child's abilities and deficits. Information is used in staffing as an integral part of the decision-making process concerning treatment alternatives.

Is this product currently available?
Yes X **No** ___
(If no, please indicate date it will be available ________________**)**

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
					X		

Abstract	Evaluation
The educational assessment of a referred child is conducted as one part of an information gathering process designed to determine the child's current and potential modes of functioning at school, home, neighborhood, in peer groups, with adults, in informal testlike situations, with informal play materials, with schoolwork, and with creative materials. The educational evaluator conducts the assessment in a manner suggesting an informal school (or preschool) program.	Standardized, norm referenced and informal child referenced data and information are utilized. The instrument has been utilized at Rutland Center for five years with severely disturbed children from 2 to 14 years of age.

This product may be ordered from:
National Technical Assistance Office
Rutland Center
698 North Pope Street
Athens, Georgia 30601

***use descriptors in item 1,** page 121.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: Developmental Therapy Objectives Rating Form

Program Content Area(s) *All except D-3

Price See "Package Components"

General Objective To assist in grouping children accepted for the treatment program and to initiate the treatment plan

Format Paper Form

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
X Consultant
X Ancillary Staff

Standardized: Yes ____ No ____

No. of Pages 1 Page

Package Components Contained in: The Rutland Center Model for Treating Emotionally Disturbed Children: $5.00 See Below

How is this product specifically used in this particular component of your project? Information from the parent intake interview, the teacher interview, the educational evaluation, the psychological evaluation and the psychiatric evaluation are summarized and the result includes a statement of the child's development according the the Developmental Therapy Objectives which is used to group the child with other children having similar objectives and to plan the initial treatment program. Only gross stage assignments are made.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ________________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
The Developmental Therapy Objectives Rating Form contains abbreviated statements of each of the 144 Developmental Therapy Objectives. Space is available for marking each objective as mastered, a major focus, or not ready to work on.	

This product may be ordered from:

National Technical Assistance Office
Rutland Center
698 N. Pope Street
Athens, Georgia 30601

*use descriptors in item 1, page 121.

PRESCRIPTIVE PROCEDURES

This section reflects briefly this projects activities in the area of Prescriptive Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 X Reading Skills
  B.4 X Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 ____ other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  ____ Medical
  X Educational
  ____ Health/Mental Health related Services
D. Team Approach: (Membership)

Educational Therapist

Paratherapist or Intern

Social Worker

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Development Therapy

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
PRESCRIPTIVE PROCEDURES

Title of Product: Developmental Therapy

Program Content Area(s) * All except D-3

General Objective To aid in grouping children for treatment, to plan a child's treatment program, to document the progress of a child during treatment.

Price See "Paper Components"

Format Paper

Person Implementing:

- X Administrative
- X Instructional
- X Para-professional
- X Consultant
- X Ancillary Staff

Standardized: Yes X No ___

No. of Pages 41

Package Components Contained in: The Rutland Center Model for Treating Emotionally Disturbed Children.

How is this product specifically used in this particular component of your project? Developmental Therapy provides a means for determing the mastery of major developmental milestones. It also provides a means to determine what the focus for the treatment program will be during a given treatment period. It provides for the selection of materials, activities, and techniques which will most effectively facilitate the child's development. And the objectives provide a common language for educational therapists, social workers, psychologists, psychiatrists, parents, teachers, and program evaluators.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
							X

Abstract	Evaluation
Developmental Therapy is designed for special education or early childhood teachers, mental health workers, parents, volunteers, and paraprofessionals using the therapeutic classroom setting with 5 to 8 children in a group. It is a treatment process which (a) does not isolate the disturbed child from the mainstream of normal experiences; (b) uses normal changes in development as a means to expedite the therapeutic process; (c) uses normal sequences of development to guide the therapeutic process; and (d) has an evaluation system as a part of the therapeutic process.	The model is currently utilized by 21 of the 24 centers in the Georgia Psychoeducational Cente Network and in 13 programs in 7 other states. Most of these programs have utilized the model for two or more years; the others began utilizing the model in FY 76. The model has been validated for national dissemination by the Joint Dissemination Review Panel.

This product may be ordered from: National Technical Assistance Office
Rutland Center, 698 N. Pope Street
Athens, Georgia 30601

*use descriptors in item 1, preceding page.

CHILD PROGRESS EVALUATION

This section reflects briefly this projects activities in the area of Child Progress Evaluation. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
- B.1 X Listening Skills
- B.2 X Speaking Skills
- B.3 X Reading Skills
- B.4 X Writing Skills

X C. Cognitive

X D. Motor Development
- D.1 X gross
- D.2 X fine
- D.3 ___ other

X E. Emotional Development (intra personal)

X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
- X Family
- ___ Medical
- X Educational
- X Health/Mental Health related Services

D. Team Approach: (Membership)

Educational Therapist ___ ___

Paratherapist ___ ___

Social Worker ___ ___

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Developmental Therapy Objectives Rating Form
B. Systematic Who-to-Whom Analysis Notation
C. Referral Form Checklist

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
CHILD PROGRESS EVALUATION

Title of Product: Developmental Therapy Objectives Rating Form (DTORF)

Program Content Area(s) * All except D-3

Price $5.00

General Objective To document progress on developmental milestones

Format Paper

Person Implementing:

___ Administrative
X Treatment Team
X Para-professional
___ Consultant
X Ancillary Staff

Standardized: Yes ___ No ___

No. of Pages 2

Package Components Contained in: The Rutland Center Model for Treating Emotionally Disturbed Children

How is this product specifically used in this particular component of your project? The DTORF is completed within eight days of the child's entry into the treatment program by the treatment team. Thereafter, the DTORF is completed during the fifth and tenth weeks of each quarter by the treatment team, including pre-post. The data are also used for regrouping children each quarter by developmental level and for planning and modifying the treatment program for each child and each group.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
The Developmental Therapy Objectives Rating Form is composed of abbreviated statements of each of the 144 developmental milestone objectives which are measureably stated. The DTORF is used for rating and recording the developmental objectives that a child has and has not mastered. Specific sequential objectives not mastered become the major therapy emphasis for the child. The treatment team completes the ratings for all children in concensus.	

This product may be ordered from: National Technical Assistance Office - Rutland Center
698 N. Pope Street
Athens, Georgia 30601

*use descriptors in item 1, preceding page

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
CHILD PROGRESS EVALUATION

Title of Product: Systematic Who-to-Whom Analysis Notation (SWAN)

Program Content Area(s) * All except D-3

Price $5.00

General Objective To document overt behavior criterion referred to developmental milestones.

Format Paper

Person Implementing:

____ Administrative
____ Instructional
____ Para-professional
____ Consultant
X Ancillary Staff (Program Evaluation)

Standardized: Yes ____ No X

No. of Pages 5

Package Components Contained in: The Rutland Center Model for Treating Emotionally Disturbed Children.

How is this product specifically used in this particular component of your project? The SWAN data are collected by program evaluators (not trained in Developmental Therapy Treatment) during the 2nd, 3rd, 8th, and 9th weeks of each quarter on each child during each of four activities. This data is summarized and provided to the treatment teams immediately after the conclusion of the class during the debriefing. The data can also be summarized for pre-post periods as required.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ____________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
							X

Abstract	Evaluation
Systematic Who-to-Whom Analysis Notation is a category-type observational instrument, the categories criterion-referenced to subsets of the Developmental Therapy Objectives. Data is collected by program evaluators using the SWAN and provided to the treatment teams for possible program modification. Data is collected focusing on each child within the group. Pre-post comparisons are possible for this data.	Criterion-referenced to Developmental Therapy Objectives used at Rutland Center and other centers in the Georgia Psychoeducational Center Network and centers in other states for the past four years.

This product may be ordered from: National Technical Assistance Office
Rutland Center
698 N. Pope Street
Athens, Georgia 30601

*use descriptors in item 1, page 127.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
CHILD PROGRESS EVALUATION

Title of Product: Referral Form Checklist

Program Content Area(s) * All areas except D-3
General Objective To document changes in parents and teacher(s) perceptions of child's behavior pre-post.

Price See "Package Component"
Format Paper

Refer to evaluation below
Standardized: Yes ___ No ___

No. of Pages 12

Package Components Contained in: The Rutland Center Model for Treating Emotionally Disturbed Children.

Person Implementing:

___ Administrative
X Instructional (Treatment Team)
___ Para-professional
___ Consultant
___ Ancillary Staff

How is this product specifically used in this particular component of your project? Used to obtain parents' and teacher(s) perceptions of child's behavior one year after termination from treatment classes. Provides indication of stability of treatment effects over time when compared with intake and any other RFCL's. Summary procedures for this data are available.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Stage of Development

							X
1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright

Abstract	Evaluation
Refer to the Product Information Form for Referral Form Checklist in the diagnostic section.	Refer to the product informatio form for referral form check-list in the diagnostic section.

This product may be ordered from:
National Technical Assistance Office
Rutland Center
698 N. Pope St.
Athens, Georgia 30601

*use descriptors in item 1, page 127.

IN-SERVICE PROGRAMS

Type: Workshop X Demonstration X Lecture X

Other (specify) Rutland Center - Developmental Therapy Model

Title of Workshop, Demonstration, etc. Workshop and Demonstrations are devised to meet specific objectives. A total of 42 individual modules has been developed for those to be certified as "Developmental Therapy Trainers."

Target Population:* All population codes listed below

Is this a mediated presentation? Yes X No ___

If yes, what media is used: ______________________

General Objectives: The National Technical Assistance Office has developed a series of training experiences including workshops, demonstrations, critiques, etc., for those utilizing the model to initiate or improve services to severely emotionally disturbed preschool children, their parents and teachers. As the model has also been used for severely emotionally disturbed children to age 14, many of the training experiences generalize to programs utilizing the model to serve other children. The GENERAL OBJECTIVE for the National Technical Assistance Office is to stimulate increased specialized services for severely emotionally disturbed preschool children. Training experiences have been developed in Identification and Screening, Intake and Diagnostics, DEVELOPMENTAL THERAPY CURRICULUM School Liaison, Parent Services and Program Evaluation.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?	X	
Is evaluation available? A. Program	X	
B. Participant	X	
Is it published?	X	
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?	X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

PUBLIC AWARENESS

Public awareness is a critical part of this program and has been developed as follows:

Brief Overview of Developmental Therapy: Developmental Therapy is a psychoeducational curriculum for teaching young children who have severe emotional and behavioral disorders. The approach has particular reference to children between the ages of two and eight years and is applicable to children of varying ethnic and socio-economic groups. The procedures have been used successfully also with children to age fourteen.

Developmental Therapy is designed for special education or early childhood teachers, mental health workers, parents, volunteers, and professionals using the therapeutic classroom setting with five to eight children in a group. It is a treatment process which (a) does not isolate the child from the mainstream of normal experiences: (b) uses normal changes in development as a means to expedite the therapeutic process; and (d) has an evaluation system as a part of the therapeutic process.

Technical Assistance: The technical assistance effort conducted by the National Technical Assistance Office is based on the use of the Rutland Center--Developmental Therapy model. There are four phases of technical assistance: Information Dissemination, Program Planning and Design, Training, and Program Evaluation.

BOOKS, ARTICLES, PUBLICATIONS
(CENTER/PROGRAM DEVELOPED)

Books:

Wood, Mary M. (Ed.). Developmental Therapy--A Textbook for Teachers as Therapists for Emotionally Disturbed Young Children. University Park Press, Baltimore, 1975. 249 pp.

Wood, Mary M. (Ed.). Developmental Music Therapy. National Association for Music Therapy, Inc., Lawrence, Kansas, 1974, 70 pp.

Wood, Mary M. (Ed.). The Rutland Center Model for Treating Emotionally Disturbed Children. Technical Assistance Office, Rutland Center, 698 N. Pope Street, Athens, Georgia 30601, 1972. 330 pp.

Articles:

Wood, Mary M. and Hurley , O. L. "Curriculum and instruction". In Jordan, J. B. (Ed.). Handbook on exemplary practices--early childhood education. Council for Exceptional Children, 1976, Chapter 11, (In Press).

Huberty, C. J. and Swan, W. W. "Evaluation of programs". In Jordan, J. B. (Ed.). Handbook on exemplary practices--early childhood education. Council for Exceptional Children, 1976, Chapter 11, (In Press).

Swan, W. W. An outreach process model. Tadscript #8, Technical Assistance Development System, University of North Carolina, Chapel Hill, 1975.

Wood, Mary M. "A case study in replication". In Gunn, Lynn (Ed) Outreach--replicating services for young handicapped children. Tadscript #7, Technical Assistance Development System, University of North Carolina, Chapel Hill, 1975, Chapter 8, pp. 133-157.

Publications:

Huberty, D. J., Quirk, J. P., and Swan, W. W. "An evaluation system for a psychoeducational treatment program for emotionally disturbed young children," Educational Technology, May, 1973, pp. 73-80.

Swan, W. W. "An observational instrument based on the objectives of a special education curriculum". Paper presented to AERA Division D, Annual Meeting, New Orleans, 1973 (In ERIC), 16 pp.

Swan, W. W. "Four indices for investigating inter-observer accuracy of accuracy of observational instruments". Paper presented to Joint AERA-NCME Session, Annual Meetings, New Orleans, 1973 (In ERIC), 16 pp.

Wood, Mary M. "An example of program development and the replication process." In Davis, D. W. (Ed.) Replication guidelines, Technical Assistance and Development System, University of North Carolina, Chapel Hill, 1972, pps. 28-36.

Wood, Mary M. and Fendley, Amy L. "Rutland Center: a community psychoeducational center for emotionally disturbed children. Focus on Exceptional Children, Vol. 3, No. 5, October, 1971, pps. 9-11.

INFANT PROGRAM FOR VISUALLY IMPAIRED

The Infant Program for Visually Impaired, Ingham Intermediate School District, has been awarded an Outreach Grant for the 1975-1976 school year. A First Chance "Outreach" Project has the following goals as defined by BEH: 1) Stimulation of increased special education services for young children with handicaps; and 2) Development of models for effective outreach activities.

The goal of the Outreach Grant for visually impaired preprimary children is: To assist BEH in reaching their goal of providing help to all young children with handicapping conditions by 1980 by means of:

1. The development of materials and media
2. Providing consultative help which will assist in the stimulation of increased service and programs for visually impaired children and their parents
3. The improvement of existing programs for visually impaired children and their parents

Services which the Outreach Project Grant will provide are:

1. Materials and media already developed by the base program are available for viewing and use upon request.
2. Consultant help upon request for assistance in program planning or program implementation. The consultant assistance may take many forms from a direct telephone call for specific information or materials to a written request for an on-site visit, inservice program, or individual child program planning.
3. Project personnel are prepared to take part in programs or inservice workshops focusing on the early education of handicapped children, or specifically, the visually impaired child.
4. Arrangements may be made for observation and on-site visitations to the model demonstration program for Visually Impaired Infants, with an opportunity to discuss problems with project personnel.

PROGRAM SUMMARY

Name: Infant Program for Visually Impaired

Director: Sherry Raynor

Mailing Address: Ingham Intermediate School District
23630 West Howell Road
Mason, Michigan 48854

Phone Number: 517/676-1051

Administrative Agency: Ingham Intermediate School District

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)						
Retarded (Sev)						
Sev. Emot. Dist.						
Mult. Handicapped						
Other (indicate specific handicap						
Visually Handicapped	6	10				16
TOTAL	6	10				16

General population in service area: Rural (under 50,000) 4 children
Urban (over 50,000) 12 children

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	1	100
Curriculum Director	1	100
Secretarial	1	100
Media Director	1	100
Professional		
Teachers	2	100
Speech Therapist	1	50

PROGRAM STAFF CONT.

Title	Number of Program Staff per Position	% of Time
Para-Professional		
Teacher's Aides	1	75

PROGRAM RESOURCES BY HANDICAPPING CONDITIONS

	HANDICAPPING CONDITIONS			
PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Visually Handicapped
Identification Screening Devices				
Diagnostic Procedures				Y
Prescriptive Techniques				Y
Child's Program Evaluation Procedure				
In-Service Program				Y
Parent Services				
Mediated Presentations (Administrative				
Mediated Presentations (Programmatic				
Books, Articles, and Publications				Y

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

IDENTIFICATION AND SCREENING PROCEDURES

This section reflects briefly this projects activities in the area of Identification and Screening. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

____ A. Self Help
____ B. Communications
    B.1 ____ Listening Skills
    B.2 ____ Speaking Skills
    B.3 ____ Reading Skills
    B.4 ____ Writing Skills
_X_ C. Cognitive

____ D. Motor Development
    D.1 ____ gross
    D.2 ____ fine
    D.3 ____ other
____ E. Emotional Development (intra personal)
____ F. Socialization (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. _X_ Observation
C. ____ Behavioral
D. ____ Interviews
    ____ Family
    ____ Medical
    ____ Educational
    ____ Health/Mental Health related Services

D. Team Approach: (Membership)

Teacher

Speech Therapist

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

"The Egg" slide tape

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: "The Egg"

Program Content Area(s) *C

Price

General Objective Demonstration of blind concept formation.

Format Slide-tape

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages not available

Package Components Slides and tape

How is this product specifically used in this particular component of your project? This product is used for demonstration and discussion related to concept formation in visually impaired children.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
"The Egg" was produced to demonstrate the multi-faceted approach necessary for the visually impaired child for the development of a single concept.	

This product may be ordered from:
Project Outreach
Ingham Intermediate School District
2630 West Howell Road
Mason, Michigan 48854

*use descriptors in item 1, preceding page

DIAGNOSTIC PROCEDURES

This section reflects briefly this projects activities in the area of Diagnostic Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

____ A. Self Help
X B. Communications
    B.1 X Listening Skills
    B.2 X Speaking Skills
    B.3 ____ Reading Skills
    B.4 ____ Writing Skills
X C. Cognitive
____ D. Motor Development
    D.1 ____ gross
    D.2 ____ fine
    D.3 ____ other
____ E. Emotional Development (intra personal)
____ F. Socialization (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. ____ Observation
C. X Behavioral
D. ____ Interviews
    ____ Family
    ____ Medical
    ____ Educational
    ____ Health/Mental Health related Services
D. Team Approach: (Membership)

Speech Therapists (2)

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Receptive - Expressive Language Assessment

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: Receptive-Expressive Language Assessment

Program Content Area(s) *B, C

Price ____

General Objective Language Assessment

Format Assessment kit, manual profile

Person Implementing:

____ Administrative
____ Instructional
____ Para-professional
X Consultant (Speech therapist)
____ Ancillary Staff

Standardized: Yes ____ No X

No. of Pages 11

Package Components 3
Introduction slide-tape and video available

How is this product specifically used in this particular component of your project? The receptive-expressive language assessment is used to assess the language development of preschool visually impaired children.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ____________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
							X

Abstract	Evaluation
The Receptive-Expressive Language Assessment is an instrument modeled after already existing tools based on normal childhood development. It contains visual accommodations so that a blind or partially sighted 0-6 year old child's language skills may be evaluated.	The R.E.L.A. was field tested in over 20 sites by trained speech therapists in the Michigan region. Information was gathered and tabulated. Re-organization and adjustments were made based on the information and suggestions of field test participants. Workshops were held for potential examiners and a vision & speech specialist was consulted during design.

This product may be ordered from: Project Outreach
Ingham Intermediate School District
2620 West Howell Road
Mason, Michigan 48854

***use descriptors in item 1, preceding page**

IN-SERVICE PROGRAMS

Type: Workshop X Demonstration Lecture

Other (specify)

Title of Workshop, Demonstration, etc. Program Overview-Infant Blind and Project Outreach

Target Population:* 1, 6

Is this a mediated presentation? Yes X No

If yes, what media is used: Slide-tape

General Objectives: This program is intended to familiarize teachers and medical personnel with the Infant Blind Project and the need for continued work with young blind children.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?		X
Is evaluation available? A. Program	X	
B. Participant	X	
Is it published?		X
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?	X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

BOOKS, ARTICLES, PUBLICATIONS
(CENTER/PROGRAM DEVELOPED)

Materials and Media: Slide-Tape Presentation of Infant Program for Visually Impaired Base Program.

A 13 minutes slide-tape presentation briefly illustrating the program components of nursery school, home teaching, and consultation services for visually impaired children, age 0 to school entrance age.

Receptive-Expressive Language Assessment (R.E.L.A.) For Blind Preschool Children

A language assessment tool developed and field tested for use with blind infants and preschool children, plus slide-tape for training and use of R.E.L.A.

Overview of Self-Help Curriculum at Nursery School

A slide-tape of Davey helping Kathryn prepare lunch.

Home Teaching Slide-Tape

Overview of home teaching activities.

Respite Care Slide-Tape

An overview of respite care service provided by Community Mental Health.

Video Tapes

a. Home Teaching

An 8-minute video tape of a parent working with a child.

b. Home Teaching Video Tape

A short tape illustrating a parent working with a child. The focus is on developing self-help skills and language through home tasks.

c. Play

An 18-minute video tape illustrating some of the components of "play" and how the visually impaired child must be taught these skills.

d. Infant Assessment Tape

A 15-20 minute video tape of an occupational therapist doing an infant assessment in the home.

e. Oral Stimulation

A 15-minute video tape of an occupational therapist demonstrating oral stimulation in the home.

"Get A Wiggle On"

A booklet designed for parents of visually impaired infants with suggestions and illustrations for assisting the infant in his development from birth to the walking stage. Booklets are provided free, at this time, for parents of such children. There will be a charge for other requests.

Resource Materials for Teachers of Infant Visually Impaired

Materials are available in the areas of art, gross and fine motor, self-help skills, swimming, finger plays, songs, records, and books. (These items are either collections of activities or lists of references.)

Rationale for Home Teaching

A short monograph regarding the need for home teaching.

Overview of Home Teaching

A 10-minute slide-tape presentation illustrating the role of the home teacher of infant handicapped.

Aspects of Life Adjustment of the Physically Handicapped

An 18-minute slide-tape presentation illustrating the various sources of stress on a physically handicapped person from birth until death with intervention suggestions for each life stage.

The Egg

A 3-minute slide-tape presentation illustrating the multi-facet approach necessary for the visually impaired child for the development of a single concept. (First of a series of similar media presentations.)

Overview of Parent Involvement

A 10-15 minutes slide-tape presenting an overview of ways in which parents are involved in the program.

MADISON ALTERNATIVE FOR ZERO EXCLUSION

Madison Public Schools has been operating programs on the basis of a zero exclusion principle for the past three years. That is, no student is refused public school services regardless of the degree or nature of handicapping condition. The services provided include: instructional programs, speech and language therapy, physical therapy, occupational therapy, medical consultation, and behavioral consultation.

Through the procurement of a cost-reimbursement contract with the Bureau of Education for the Handicapped, U.S.O.E., Madison Public Schools has developed a demonstration project to provide 1) an exemplary direct service program for severely handicapped students, 2) a model university/public school teacher training program, and 3) the dissemination of materials designed to facilitate the development of programs to serve the severely handicapped in other communities.

The project has been entitled M.A.Z.E. in order to set it apart from the other special education programs within Madison Public Schools. M.A.Z.E. represents the Madison Alternative for Zero Exclusion. Despite this distinction, the impact of M.A.Z.E. upon the total instructional program within Madison Public Schools is great and permeates many facets of that program.

The M.A.Z.E. Project contains four instructional units organized on the basis of age and/or functional ability. There are 210 students within those units which are spread among six locations. The professional staff consists of classroom teachers, program support teachers, a secondary resource teacher, physical therapists, occupational therapists, speech and language therapists, psychologists, social workers, a visually impaired instructor, music teachers, art teachers, and adaptive physical education teachers. In addition, the technical staff consists of a behavioral consultant, a medical consultant, several curriculum consultants, a media specialist, audio visual consultants, an outside evaluator, and an editor.

The students being served range in age from three to twenty-two and, in functional level, from infancy through post adolescence.

While some students require feeding and toilet training programs, others are being prepared to enter work-study programs for the moderate to mildly retarded. Although services are provided to this complete range of students, the emphasis of the M.A.Z.E. Project is the severely handicapped child.

PROGRAM SUMMARY

Name: Madison Alternative for Zero Exclusion (MAZE)

Director: Dr. T. Timothy Crowner

Mailing Address: 501 E. Badger Road
Madison, Wisconsin 53713

Phone Number: 608/271-7221

Administrative Agency: Madison Public Schools

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)		5	23	11		39
Retarded (Sev)			41	46	8	95
Sev. Emot. Dist.						
Mult. Handicapped			33	18		51
Other (indicate specific handicap						
TOTAL		5	97	75	8	185

General population in service area: Rural (under 50,000) ____
Urban (over 50,000) X

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	1	100
Secretarial	1	100
Administrative Asst.	1	100
Professional		
Teachers	34	100
Psychologists	2	100
Audio Visual	3	100
Physical Therapist	3	100
Occupational Therapist	3	100
Speech Language	3	100

PROGRAM STAFF CONT.

Title	Number of Program Staff per Position	% of Time
Para-Professional		
Teacher's Aides	20	100
Parents	4	100
Interns	18	100

PROGRAM RESOURCES BY HANDICAPPING CONDITIONS

	HANDICAPPING CONDITIONS			
PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices	X	X	X	X
Diagnostic Procedures	W	W	W	W
Prescriptive Techniques	W	W	W	W
Child's Program Evaluation Procedure	W	W	W	W
In-Service Program	W	W	W	W
Parent Services	W	W	W	W
Mediated Presentations (Administrative	X	X	X	X
Mediated Presentations (Programmatic	X	X	X	X
Books, Articles, and Publications	X	X	X	X

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

IDENTIFICATION AND SCREENING PROCEDURES

This section reflects briefly this projects activities in the area of Identification and Screening. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 X Reading Skills
  B.4 X Writing Skills
X C. Cognitive
X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 ____ other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. ____ Behavioral
D. X Interviews
  X Family
  X Medical
  X Educational
  X Health/Mental Health related Services

D. Team Approach: (Membership)

Social Worker
Teachers
Psychologist
Speech & Language
Occupational Therapist
Physical Therapist
Audio-visual

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Project M.A.Z.E. Screener

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: Project M.A.Z.E.: Screener

Program Content Area(s) *A-F

Price not available

General Objective To identify areas of educational and personal needs

Format questionnaire/ ordinal scales/ case history

Person Implementing:

☐ Administrative
☐ Instructional
☐ Para-professional
☐ Consultant
☒ Ancillary Staff

Standardized: Yes ☐ No ☒

No. of Pages 8

Package Components questionnaire

How is this product specifically used in this particular component of your project? Case manager interviews parents or agency, shares all information with all multidisciplinary team members who base subsequent diagnosis of need on its content.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
				X	X		

Abstract	Evaluation
The screener is a questionnaire used by a case manager in interviews with parents. Information obtained from the interviewer is used by a multidisciplinary team to diagnose a child's needs. The content includes: (a) vital data; (b) agency contacts; (c) school history; (d) self care skills; (e) learning achievement; (f) behavior toward parents, siblings, and others; (g) communication; (h) play; (i) responsibility at home.	Social work personnel have revised form after using for one year. Present form and upward extension for older groups will be field tested again this year, after which revision will again be considered.

This product may be ordered from:

Badger School
501 E. Badger Road
Madison, Wisconsin 53713

*use descriptors in item 1, preceding page

DIAGNOSTIC PROCEDURES

This section reflects briefly this projects activities in the area of Diagnostic Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 X Reading Skills
  B.4 X Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 ____ other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. ____ Behavioral
D. X Interviews
  X Family
  X Medical
  X Educational
  X Health/Mental Health related Services
D. Team Approach: (Membership)

Social Worker
Psychologist
Program Support teacher
Classroom teacher
Parents
Physicians

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Diagnosis is based on results from the Project M.A.Z.E.: Screener

PRESCRIPTIVE PROCEDURES

This section reflects briefly this projects activities in the area of Prescriptive Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 ____ Listening Skills
  B.2 ____ Speaking Skills
  B.3 ____ Reading Skills
  B.4 ____ Writing Skills
X C. Cognitive

____ D. Motor Development
  D.1 ____ gross
  D.2 ____ fine
  D.3 ____ other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. ____ Interviews
  ____ Family
  ____ Medical
  ____ Educational
  ____ Health/Mental Health related Services

D. Team Approach: (Membership)

Support Teacher	Physical Therapist	Special Teachers
Teachers	Psychologist	Aides
Occupational therapist	Speech & Language	

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

"Evaluation Model: Diagnostic-Prescriptive Section: this is not the actual title of a product rather a description of a product in the design stage.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
PRESCRIPTIVE PROCEDURES

Title of Product: Not Available

Program Content Area(s) * A,B,C,E,F

Price ____

General Objective A diagnostic-prescriptive component to augment overall evaluation model

Format ____

Person Implementing:

____ Administrative
X Instructional
____ Para-professional
____ Consultant
____ Ancillary Staff

Standardized: Yes ____ No ____

No. of Pages ____

Package Components ____

How is this product specifically used in this particular component of your project?

Is this product currently available?
Yes ____ No X
(If no, please indicate date it will be available ____)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
X	X						

Abstract	Evaluation
We are just beginning the use of the 30-day (or more) diagnostic-prescriptive portion of our overall evaluation model. That product is not developed enough to describe at this time. There is some preliminary work using A.V. equipment and diagnostic material being developed by OT/PT staff.	

This product may be ordered from:

*use descriptors in item 1, preceding page

CHILD PROGRESS EVALUATION

This section reflects briefly this projects activities in the area of Child Progress Evaluation. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

__X__ A. Self Help
__X__ B. Communications
  B.1 __X__ Listening Skills
  B.2 __X__ Speaking Skills
  B.3 _____ Reading Skills
  B.4 _____ Writing Skills
__X__ C. Cognitive

__X__ D. Motor Development
  D.1 __X__ gross
  D.2 __X__ fine
  D.3 _____ other
__X__ E. Emotional Development (intra personal)
__X__ F. Socialization (intra personal)

2. Method:

A. _____ Anecdotal Reporting/Historical Research
B. _____ Observation
C. __X__ Behavioral
D. _____ Interviews
  _____ Family
  _____ Medical
  _____ Educational
  _____ Health/Mental Health related Services

D. Team Approach: (Membership)

Teachers	Occupational Therapist	
Support Teachers	Physical Therapist	
Psychologist	Speech & Language	

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Child progress evaluation is achieved through the review of performance data collected on a child over a given period of time.

IN-SERVICE PROGRAMS

Type: Workshop X Demonstration _____ Lecture _____

Other (specify) _____

Title of Workshop, Demonstration, etc. Mainstreaming the handicapped in School/Community Activities

Target Population:* 1,3,5,10

Is this a mediated presentation? Yes X No ___

If yes, what media is used: Slides

General Objectives: To further develop the awareness of the communities involved with the school.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?		X
A. Program		X
Is evaluation available? B. Participant		X
Is it published?		X
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?	X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

PUBLIC AWARENESS

Public awareness is a critical part of this program and has been developed as follows:

At present a media package is being prepared for national dissemination, designed to promote awareness of our programs. Included will be the following aspects: teacher training, home/school facilitation, organization of concerns, curriculum development, integration of support and teaching staff.

In addition, a packet of information has been designed to send to visitors before visitation occurs, providing an overview of the MAZE project and an introduction to Madison and Madison Public Schools.

BOOKS, ARTICLES, PUBLICATIONS
(CENTER/PROGRAM DEVELOPED)

Articles: A New Challenge for Education: The Severely and Profoundly Retarded Student in Public Schools, a paper presented to the National Association for Retarded Citizens' Annual Convention, Crowner, 1974.

Procedural Models for Secondary Program, Crowner, 1975.

Considerations for Serving the Severely Handicapped in the Public Schools, Sontag, Burke, and York. *Education and Training of the Mentally Retarded*, 1973, *8* (2), 20-26.

Use of Reinforcement Principles to Increase Comprehension of Instructional Filmstrips, Brown, Huppler, VanDeventer, Sontag and York. *Education and Training of the Mentally Retarded*, 1973, *8* (1), 50-56.

Publications: Brown, L., Bellamy, T., and Sontag, E. *The Development and Implementation of a Public School Prevocational Training Program for Trainable Level Retarded and Severely Emotionally Disturbed Students*, Part I. Madison Public Schools, Madison, Wisconsin, 1971.

Brown, L., and Sontag, E. *Toward the Development and Implementation of an Empirically Based Public School Program for Trainable Mentally Retarded and Severely Emotionally Disturbed Students*, Part II. Madison Public Schools, Madison, Wisconsin, 1972.

Brown, L., Scheuerman, N., Cartwright, S., and York, R. *The Design and Implementation of an Empirically Based Instructional Program for Severely Handicapped Students: Toward the Rejection of the Exclusion Principle*, Part III.. Madison Public Schools, Madison, Wisconsin, 1973.

Brown, L., Williams, W., and Crowner, T. *A Collection of Papers and Programs Related to Public School Services for Severely Handicapped Students*, Part IV. Madison Public Schools, Madison, Wisconsin, 1974.

Brown, L., Crowner, T., Williams, W., and York, R. Madison's Alternative for Zero Exclusion: *A Book of Readings*, Part V.

MAGNOLIA PRESCHOOL PROGRAM

Project Magnolia was begun with a model preschool program which was established to study the effects of early intervention on five-year-old children with handicaps. The model was integrated into the regular kindergarten program. West Side Kindergarten presently serves approximately 200 children. Those who attend must live in Magnolia School District.

The kindergarten is staffed as any other school program. It is operated with eight regular kindergarten classes at West Side School in Magnolia. The school day is from 9:00 to 2:30 p.m., five days per week, 176 days per year.

Every activity is directed toward improving the child's language, auditory, visual, fine and gross motor skills, and social skills, The kindergarten makes every effort to identify children with problems who may need special help. Early identification affords the opportunity for early intervention.

Scheduling of children is flexible. The children are enrolled in regular classes and are taken from the class for supportive services when needed.

Parent activities constitute an important part of the treatment program. School-home relationships are encouraged by a series of individual and group conferences, scheduled as needed. Regularly scheduled parent meetings are held monthly to keep the parent informed on a child's progress. Parents are invited to visit the child's room.

PROGRAM SUMMARY

Name: Magnolia Pre-School Program

Director: Louise Phillips

Mailing Address: P. O. Box 428
Magnolia, Arkansas 71753

Phone Number: 501/234-3511

Administrative Agency: Magnolia School District

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)						
Retarded (Sev)		7				7
Sev. Emot. Dist.		10				10
Mult. Handicapped		8				8
Other (indicate specific handicap						
TOTAL		25				25

General population in service area: Rural (under 50,000) X
Urban (over 50,000) ____

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	1	100
Secretarial	1	50
Professionals		
Teachers	9	100
Psychologists	1	25
Diagnosticians	1	25
Psychometrist	1	25
Medical (Nurse)	1	50
Speech Therapist	1	50
Social Worker	1	25

PROGRAM STAFF CONT.

Title	Number of Program Staff per Position	% of Time
Para-Professional		
Teacher's Aides	2	100
Volunteers	30	Each volunteer signs up for 45 hours for a 12 month school year.

PROGRAM RESOURCES BY HANDICAPPING CONDITIONS

	HANDICAPPING CONDITIONS			
PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices	Z	Z	W	Z
Diagnostic Procedures	W	W	W	W
Prescriptive Techniques	Z	Z	W	W
Child's Program Evaluation Procedure	X	X	X	X
In-Service Program	W	W	W	W
Parent Services	X	X	X	X
Mediated Presentations (Administrative	W	W	W	W
Mediated Presentations (Programmatic	W	W	W	W
Books, Articles, and Publications	Y		Y	Y

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

IDENTIFICATION AND SCREENING PROCEDURES

This section reflects briefly this projects activities in the area of Identification and Screening. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 ____ Reading Skills
  B.4 ____ Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 ____ other
____ E. Emotional Development (intra personal)
____ F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. ____ Behavioral
D. X Interviews
  X Family
  X Medical
  X Educational
  X Health/Mental Health related Services
D. Team Approach: (Membership)

Teacher | Social Worker | ____
Nurse | Project Director | ____
Speech Therapist | ____ | ____

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

There are a variety of instruments/products we use for identification and screening. Many products are used on a trial basis and then attempts are made to retest components from the product which best fits our needs. We have found that no one set of identification and screening procedures apply to all children, therefore, our approach and procedures vary with individual children.

DIAGNOSTIC PROCEDURES

This section reflects briefly this projects activities in the area of Diagnostic Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

____ A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 ____ Reading Skills
  B.4 ____ Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 ____ other
____ E. Emotional Development (intra personal)
____ F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. ____ Behavioral
D. X Interviews
  X Family
  X Medical
  X Educational
  X Health/Mental Health related Services

D. Team Approach: (Membership)

Teacher	Speech therapist	
Nurse		
Social Worker		

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Magnolia Motor Skills Battery

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
DIAGNOSTIC PROCEDURES

Title of Product: Magnolia Motor Skills Battery

Program Content Area(s) *B,C,D

Price No Charge

General Objective To test gross and fine motor coordination.

Format Mimeographed

Person Implementing:

- ___ Administrative
- X Instructional
- ___ Para-professional
- ___ Consultant
- ___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 4

Package Components Examiners Manual

How is this product specifically used in this particular component of your project? This test is used to screen children with motor problems.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
					X		

Abstract	Evaluation
This manual includes: Six activities designed to determine a child's gross motor capabilities, four activities designed to assess a child's fine motor coordination and instructions for all activities and their scoring, a score sheet included.	

This product may be ordered from:

Westside Preschool Program
Post Office Box 428
Magnolia, Arkansas 71753

*use descriptors in item 1, preceding page

PRESCRIPTIVE PROCEDURES

This section reflects briefly this projects activities in the area of Prescriptive Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

____ A. Self Help
X B. Communications
    B.1 X Listening Skills
    B.2 X Speaking Skills
    B.3 ____ Reading Skills
    B.4 ____ Writing Skills
X C. Cognitive

X D. Motor Development
    D.1 X gross
    D.2 X fine
    D.3 ____ other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
    X Family
    ____ Medical
    X Educational
    ____ Health/Mental Health related Services
D. Team Approach: (Membership)

Teacher
Nurse
Curriculum Specialist
Speech Therapist
Social Worker

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Curriculum Guidelines for Kindergarten Activities.
B. Parental and Classroom Speech Help for Children.
C. Nutrition Instruction and the School.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED PRESCRIPTIVE PROCEDURES

Title of Product: Curriculum Guidelines for Kindergarten Activities

Program Content Area(s) * B, C, D

Price $3.00

General Objective To provide the teacher with activity suggestions that can be used in their prescriptive programming.

Format Mimeographed

Person Implementing:

☐ Administrative
☒ Instructional
☐ Para-professional
☐ Consultant
☐ Ancillary Staff

Standardized: Yes ☐ No ☒

No. of Pages 102

Package Components N/A

How is this product specifically used in this particular component of your project? It is used to provide a base of activities for regular five year olds which can be adapted to the handicapped children's participation along with the non-handicapped classmates.

Is this product currently available?
Yes ☒ No ☐
(If no, please indicate date it will be available ____________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
					X		

Abstract	Evaluation
This product contains suggested activities in Language Development, Visual Perception, Auditory Perception, Motor Skills, etc.	This product has been in use six years with our program. It has been adopted by many school districts through-out the state of Arkansas.

This product may be ordered from:

Westside School
Post Office Box 428
Magnolia, Arkansas 71753

*use descriptors in item 1, preceding page

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
PRESCRIPTIVE PROCEDURES

Title of Product: Parental and Classroom Speech Helps for Children

Program Content Area(s) * B, C, E, F,

Price $2.00

General Objective To assist teachers and parents involved in mainstreaming handicapped children.

Format Book

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 26

Package Components Book

How is this product specifically used in this particular component of your project? This book is used to help the teachers and parents who are involved in mainstreaming the handicapped child into the regular classroom.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
This publication suggest activities that can be provided within the regular classroom. It is designed to be used by teachers and parents.	

This product may be ordered from:

Westside School
Post Office Box 428
Magnolia, Arkansas 71753

*use descriptors in item 1, page 168.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED PRESCRIPTIVE PROCEDURES

Title of Product: Nutrition Instruction and the School Lunch Ideas for Nutrition Instruction

Program Content Area(s) * D, E, F

Price $2.50

General Objective To improve pupils eating habits.

Format Mimeographed with illustrations.

Person Implementing:

X Administrative
X Instructional
___ Para-professional
X Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 58

Package Components Pamphlet

How is this product specifically used in this particular component of your project? It is used as an instuctional aid to the teacher in teaching handicapped children about nutrition.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ____________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
This pamphlet contains ideas, games, etc., that are designed to teach children nutrition and good eating habits.	

This product may be ordered from:

Westside Preschool Program
Post Office Box 428
Magnolia, Arkansas 71753

*use descriptors in item 1, page 168.

CHILD PROGRESS EVALUATION

This section reflects briefly this projects activities in the area of Child Progress Evaluation. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 ____ Reading Skills
  B.4 ____ Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 ____ other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  X Medical
  X Educational
  ____ Health/Mental Health related Services

D. Team Approach: (Membership)

Teacher	Nurse	
Curriculum Specialist	Speech therapist	
Social worker		

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Analysis of Skills

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
CHILD PROGRESS EVALUATION

Title of Product: Analysis of Skills

Program Content Area(s) *A,B,C,D,E,F
Price No charge
General Objective It is to be used as a Composite Evaluation
Format Mimeographed

Person Implementing:

X Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 2

Package Components Two mimeographed sheets.

How is this product specifically used in this particular component of your project? It is used to record, in one place, a summary of a child's abilities.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
		X					

Abstract	Evaluation
This checklist is a simple to use analysis of a child's academic competencies, including: rote counting, rational counting, writing numerals, recognizing numerals, identifying shapes, identifying coins, understanding spatial relationships, name writing, handedness and identifying letters.	This report has been in use six years and is now being used by many school districts in Arkansas.

This product may be ordered from: Westside Preschool Program
P. O. Box 428
Magnolia, Arkansas 71753

*use descriptors in item 1, preceding page

BOOKS, ARTICLES, PUBLICATIONS
(CENTER/PROJECT DEVELOPED)

Books:

Articles:

Publications: Brochure - Curriculum Guidelines for Kindergarten Activities
Parental and Classroom Speech Help for Children
Nutrition Instruction and the School Lunch Ideas for Nutrition Instruction
Tips for Teachers on School-Parent Communications

MODEL DEMONSTRATION PROGRAM

FOR SEVERELY HANDICAPPED CHILDREN AND YOUTH

The Model Demonstration Program for Severely Handicapped Children and Youth is a cooperative project between the University of Alabama, area of Special Education, and the Tuscaloosa City Board of Education. Many objectives have been established but the primary purposes of the project are:

1. To provide comprehensive services to previously unserved or inappropriately served severely and profoundly handicapped children.
2. To develop a service delivery model which can be replicated in a public school setting.

In regard to the first purpose, the project is comprehensive in that the target population consists of three types of severely handicapped children.

Severe, profound mental retardation, severely emotionally disturbed and the multiply disabled. As a result of this global population, the total project is organized into three modules based on the primary handicapping condition. In relation to the total project, each module represents a mini-program as the identification, diagnosis, and instructional procedures vary within the overall context of the developmental, behavioral approach. Each program module consists of instructional staff and para-professional aides with supportive services of an ancillary team which consists of one speech and language therapist, one physical therapist, one occupational therapist, one parent intraventionist, one diagnostician/evaluator and one media specialist. These personnel are active participants in the diagnostic planning and instructional treatment process for each child in the total program.

In regard to the secondary purpose of the project, all of the classes are housed in public school buildings with the exception of the emotionally disturbed module. This component is housed in a facility on the university campus. Two elementary schools each house a class for the severe, profoundly mentally retarded which are divided into preschool and school age, and one school houses a class for the preschool multi-disabled. In addition to these classes which are considered direct service, the project provides indirect service to two classes for severely-profoundly handicapped and two classes for the multiply disabled in the same school. The four indirect classes are replicative but considered indirect service since they are basically funded through state and local sources.

PROGRAM SUMMARY

Name: Model Demonstration Program for Severely Handicapped Children and Youth

Director: Dr. Bobby Palk

Mailing Address: P. O. Box 2592
University of Alabama
University, Alabama 35486

Phone Number: 205/348-7340

Administrative Agency: University of Alabama

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)			8	6		14
Retarded (Sev)	2	9	23	10		44
Sev. Emot. Dist.		21	27		60	108
Mult. Handicapped	34	35	32	14	7	122
Other (indicate specific handicap						
TOTAL	36	65	90	30	67	288

General population in service area: Rural (under 50,000) X
Urban (over 50,000) X

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	1	25
Asst. Directors	1	50
Coordinators	3	25
Secretarial	1	100
Professional		
Teachers	4	100
Parent Interventionist	1	50
Diagnosticians	1	100
Medical	1	100

PROGRAM STAFF CONT.

Title	Number of Program Staff per Position	% of Time
Para-Professional		
Teacher's Aides	8	100
Parents	7	2-3 hours per week
Volunteers	205	each-3 hours per we
Interns	27	100

PROGRAM RESOURCES BY HANDICAPPING CONDITIONS

	HANDICAPPING CONDITIONS			
PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices	WZ	WZ	WZ	WZ
Diagnostic Procedures	WZ	WZ	WZ	WZ
Prescriptive Techniques	WZ	WZ	WZ	WZ
Child's Program Evaluation Procedure	WZ	WZ	WZ	WZ
In-Service Program	W	W	W	W
Parent Services	WZ	WZ	WZ	WZ
Mediated Presentations (Administrative	W	W	W	W
Mediated Presentations (Programmatic	X*	X*	X*	W
Books, Articles, and Publications	W	W	X	W

* = Available on loan basis
W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

IDENTIFICATION AND SCREENING PROCEDURES

This section reflects briefly this projects activities in the area of Identification and Screening. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 X Reading Skills
  B.4 X Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 X other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  X Medical
  X Educational
  X Health/Mental Health related Services
D. Team Approach: (Membership)

Diagnostician
Physical Therapist
Instruction Staff
Speech/Language Therapist
Social Worker
Program Coordinator
Occupational Therapist

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Referral Form for Services
B. Observational Checklist for Identification of Speech and Language Difficulties
C. Initial Referral Form
D. Initial Intake Form
E. Referral Form Checklist
F. Evaluation Team Data Summary

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: Referral Form for Services

Program Content Area(s) * A,B,C,D,E,F

Price

General Objective To identify children needing service, determining eligibility and communicate information.

Format Checklist and Narrative

Person Implementing:

- ☒ Administrative
- ☐ Instructional
- ☐ Para-professional
- ☐ Consultant
- ☐ Ancillary Staff

Standardized: Yes ☐ No ☒

No. of Pages 3

Package Components Checklist

How is this product specifically used in this particular component of your project? This form is utilized for initial contact (identification) determining eligibility (screening) and for data acquisition on potential program participants.

Is this product currently available?
Yes ☒ No ☐
(If no, please indicate date it will be available)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
This referral form contains all areas of demographic information - social, medical and familial. It is the initial step in identification and screening, services eligibility and also is utilized for data collection and reporting.	Subjective evaluation by project personnel in terms of providing needed information.

This product may be ordered from:
Mr. Bobby Wyatt
Box 2592
University of Alabama
University, Alabama 35486

*use descriptors in item 1, preceding page

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: Observational Checklist for Identification of Speech and Language Difficulties

Program Content Area(s) * B 1, B 2, C

Price ____

General Objective Identification of students in need of speech and language therapy.

Format Checklist

Person Implementing:

- ☐ Administrative
- ☐ Instructional
- ☐ Para-professional
- ☐ Consultant
- ☒ Ancillary Staff

Standardized: Yes ☐ No ☒

No. of Pages 3

Package Components Checklist

How is this product specifically used in this particular component of your project? This checklist will be utilized in identifying students in all three program areas who are in need of speech/language therapy..

Is this product currently available?
Yes ☐ No ☒
(If no, please indicate date it will be available May, 1978)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
		X					

Abstract	Evaluation
This structured observational checklist examines the areas of imitation, attention and developmental sequence of sound acquisition.	The content of the checklist will be subjectively evaluated in terms of whether it concurs with staff observations regarding children needing services.

This product may be ordered from:

*use descriptors in Item 1, page 179.

DIAGNOSTIC/
PRESCRIPTIVE PROCEDURES

This section reflects briefly this projects activities in the area of Prescriptive Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

- X A. Self Help
- X B. Communications
  - B.1 X Listening Skills
  - B.2 X Speaking Skills
  - B.3 X Reading Skills
  - B.4 X Writing Skills
- X C. Cognitive
- X D. Motor Development
  - D.1 X gross
  - D.2 X fine
  - D.3 X other
- X E. Emotional Development (intra personal)
- X F. Socialization (intra personal)

2. Method:

- A. X Anecdotal Reporting/Historical Research
- B. X Observation
- C. X Behavioral
- D. X Interviews
  - X Family
  - X Medical
  - X Educational
  - X Health/Mental Health related Services
- D. Team Approach: (Membership)

Diagnostician
Physical Therapist
Speech & Language Therapists
Instructional Staff
Occupational Therapist

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

- A. Criterion-referenced Test for Curriculum for Severe-Profound and Physically Involved Preschool Children
- B. Checklist-Evaluation-Rood Theory of Neurophysiological Development
- C. Vestibular Chart
- D. Functional Evaluation
- E. Postural and Bilateral Integration
- F. Curriculum for Severe-Profound and Physically Involved Preschool Children

Format: (cont'd)

G. Program Plan Outline Form
H. Stanford-Binet Intelligence Scale 1972 Norms
I. Columbia Mental Maturity Scale
J. Wechsler Intelligence Scale for Children
K. T.M.R. performance profile for the Severely and Moderately Retarded
L. Peabody Individual Achievement Test
M. Bender Visual-Motor Gestalt Test for Young Children
N. McCarthy Scales of Children's Abilities
O. Referral Form Checklist
P. Developmental Therapy Objectives Rating Form
Q. Learning Accomplishment Profile Checklist
R. Milani-Comparetti Developmental Profile
S. Physical Therapy Reflex Testing for CNS Development
T. Developmental Therapy Objectives Handbook
U. Bzoch-League Receptive-Expressive Emergent Language Scale
V. Preschool Language Scale
W. Peabody Picture Vocabulary Test
X. Goldman-Fristoe Test of Articulation

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
PRESCRIPTIVE PROCEDURES

Title of Product: Criterion-Referenced Test for Curriculum for Severe-Profound and Physically Involved Preschool Children

Program Content Area(s) *A,B,C,D,F

Price ______

General Objective To diagnose level of functioning in these areas and prescriptively plan.

Format Objective observational checklist

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
X Ancillary Staff

Standardized: Yes ___ No X

No. of Pages Undetermined

Package Components Undetermined at this stage of development.

How is this product specifically used in this particular component of your project? This instrument will be utilized for initial, continual and post-assessment for program planning and evaluation.

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available ____________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
		X					

Abstract	Evaluation
This criterion-referenced instrument will be directly related to the curriculum and will be used for both the initial and continual assessment in the following areas: Gross motor, Fine motor, Social, Self-help, Cognitive, Language. It will be used in the multiple disabled and the mental retardation components. Since this instrument is currently under development no other information of a descriptive nature is available.	This instrument will undergo all of the necessary statistical techniques in construction of tests. Various types of reliability, content and concurrent validity, etc. will be computed.

This product may be ordered from:

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*use descriptors in item 1, page 182.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC/PRESCRIPTIVE PROCEDURES

Title of Product: Checklist Evaluation-Rood Theory of Neurophysiological Development

Program Content Area(s) * D 3

Price

General Objective To assess Neurophysiological Development.

Format Checklist

Person Implementing:

____ Administrative
____ Instructional
____ Para-professional
____ Consultant
X Ancillary Staff

Standardized: Yes ____ No X

No. of Pages 3

Package Components Checklist

How is this product specifically used in this particular component of your project? Initial and continual evaluation of neurophysiological development (sucking and integration of vestibular system). Used to help plan a physical therapy program.

Is this product currently available?
Yes ____ No X
(If no, please indicate date it will be available December, 1975)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
				X			

Abstract	Evaluation
This checklist is based on Rood's Theory of Neurophysiological Development sequence. It includes those tasks involved in developing mid-line stability.	

This product may be ordered from:

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*use descriptors in item 1, page 182.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
DIAGNOSTIC PROCEDURES

Title of Product: Vestibular Chart

Program Content Area(s) * D 3

Price

General Objective Evaluates integration of Vestibular System

Format Chart

Person Implementing:

- ____ Administrative
- ____ Instructional
- ____ Para-professional
- ____ Consultant
- X Ancillary Staff

Standardized: Yes ____ No X

No. of Pages 1

Package Components Checklist

How is this product specifically used in this particular component of your project? Initial assessment of vestibular system and continual evaluation of treatment plan.

Is this product currently available?
Yes ____ No X
(If no, please indicate date it will be available December, 1975)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
					X		

Abstract	Evaluation
This chart organizes the recording of the response of mystymus after being spun. Nystymus is tested in sitting prone and supine, both to the left and right.	

This product may be ordered from:

*use descriptors in item 1, page 182.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
DIAGNOSTIC/PRESCRIPTIVE PROCEDURES

Title of Product: Functional Evaluation

Program Content Area(s) * A,D

Price

General Objective To evaluate functioning levels of Spina Bifida children.

Format Checklist

Person Implementing:

___ Administrative
___ Instructional
___ Para-professional
___ Consultant
X Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 2

Package Components Checklist

How is this product specifically used in this particular component of your project? Initial and continual assessment of general functioning of Spina Bifida Children and Program Planning.

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available December, 1975)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
					X		

Abstract	Evaluation
Utilized to assess Spina Bifida children from a functional point of reference. The categories include: locomotion, sitting, exercises, transferring and activities of daily living.	

This product may be ordered from:

*use descriptors in item 1, page 182.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
DIAGNOSTIC PROCEDURES

Title of Product: Postural and Bilateral Integration

Program Content Area(s) * D 3

Price ____

General Objective To evaluate postural and bilateral integration of E.C. children.

Format Checklist

Person Implementing:

- ____ Administrative
- ____ Instructional
- ____ Para-professional
- ____ Consultant
- X Ancillary Staff

Standardized: Yes ____ No X

No. of Pages 2

Package Components Checklist

How is this product specifically used in this particular component of your project? Initial assessment and program planning.

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available December, 1975)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
					X		

Abstract	Evaluation
This instrument will assess a child by determining a lack of or an acquisition of postural and bilateral integration. It is based on Jean Ayres theory of sensory-motor development.	

This product may be ordered from:

*use descriptors in item 1, page 182.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
DIAGNOSTIC/PRESCRIPTIVE PROCEDURES

Title of Product: Curriculum for Severe-Profound and Physically Involved Preschool Children

Program Content Area(s) * A,B,C,D,F

Price ______

General Objective To provide a structure for planning daily activities in the areas listed above.

Format Behavioral Objectives
Instructional Units

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
X Ancillary Staff

Standardized: Yes ___ No X

No. of Pages Undetermined

Package Components Undetermined at this stage of development.

How is this product specifically used in this particular component of your project? Curriculum guide for daily unit planning.

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available May, 1976)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
X							

Abstract	Evaluation
This curriculum guide will focus on Gross Motor, Fine Motor, Social, Self-help, Cognitive, and Language. It will be keyed to the assessment instrument under development - Criterion-referenced Test for Curriculum for Severe-Profound Physically Handicapped Preschool Children.	

This product may be ordered from:

---

*use descriptors in item 1, page 182.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC/PRESCRIPTIVE PROCEDURES

Title of Product: Program Plan Outline Form

Program Content Area(s) * A,B,C,D,F

General Objective To facilitate program planning organization.

Price

Format Form

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 1 form - multiple use

Package Components 1 form

How is this product specifically used in this particular component of your project? Utilized to organize prescriptive planning for each individual child.

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Abstract	Evaluation
This is a form containing space for behavioral objectives and planned activities for each program participant. The objectives are sequentially listed and checked off as the child accomplishes them.	

This product may be ordered from:
Mr. Bobby Wyatt
Box 2592
University of Alabama
University, Alabama 35486

*use descriptors in item 1, page 182.

CHILD PROGRESS EVALUATION

This section reflects briefly this projects activities in the area of Child Progress Evaluation. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 X Reading Skills
  B.4 X Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 X other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  X Medical
  X Educational
  X Health/Mental Health related Services

D. Team Approach: (Membership)

Diagnostician
Speech/ Language Therapist
Occupational Therapist
Physical Therapist
Instructional Staff

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Feeding Training Checklist
B. Nose Care Training Checklist
C. Brushing Teeth Training Checklist
D. Toilet Training Checklist
E. Criterion-Referenced Test for Curriculum for Severe-profound and Physically Involved Preschool Children

Format (cont'd)

F. Parent Record Form of Environmental Language
G. Checklist Evaluation-Rood Theory of Neurophysiological Development
H. Vestibular Chart
I. Functional Evaluation
J. Program Plan Outline Form
K. Developmental Therapy Objectives Rating Form
L. Summary Form for Developmental Therapy
M. Learning Accomplishment Profile Checklist
N. Milani-Comparetti Developmental Profile
O. Bzoch-Leatue Receptive-Expressive Emergent Language Scale
P. Preschool Language Scale
Q. Goldman-Fristoe Test of Articulation
R. Refer to the previous Diagnostic/Prescription section for information regarding the following centered developed products:

    a. Criterion-referenced Test for Curriculum for Severe-Profound and Physically Involved Children
    b. Checklist Evaluation-Rood Theory of Neurophysiological Development
    c. Vestibular Chart
    d. Functional Evaluation
    e. Program Plan Outline Form

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
CHILD PROGRESS EVALUATION

Title of Product: Feeding Training Checklist

Program Content Area(s) * A

Price ____

General Objective To monitor learning of self-feeding skills

Format Task Analysis Checklist

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No x

No. of Pages 2

Package Components Checksheets and table utencils

How is this product specifically used in this particular component of your project? Behavior monitoring of feeding skills.

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ________)

Abstract	Evaluation
This product is a task analysis of self-feeding skills to determining learned behavior and to establish instructional objectives.	This instrument was tested in the preschool classes. Subjective evaluations of the coordinator and the teachers were also made.

This product may be ordered from: Ms. Phyllis Bishop
Box 2592
University of Alabama
University, Alabama 35486

*use descriptors in item 1, page 191.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
CHILD PROGRESS EVALUATION

Title of Product: Nose Care and Training Checklist

Program Content Area(s) * A

Price

General Objective To monitor learning of nose care skills.

Format Checklist

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 1

Package Components Checklist

How is this product specifically used in this particular component of your project? Behavioral monitoring of nose care skills and subsequent planning.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
A task analysis of self-help skills of nose care in the form of a checklist.	

This product may be ordered from:

Ms. Phyllis Bishop
Box 2592
University of Alabama
University, Alabama 35486

*use descriptors in item 1, page 191.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
CHILD PROGRESS EVALUATION

Title of Product: Brushing Teeth Training Checklist

Program Content Area(s) * A

Price

General Objective To monitor learning of teeth brushing skills.

Format Task Analysis Checklist

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 1

Package Components Checklist materials needed. Toothbrush, mirror and toothpaste.

How is this product specifically used in this particular component of your project? Behavioral monitoring and subsequent planning.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ____________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
A task analysis of teeth brushing subskills in the form of a checklist to determine subsequent objectives.	

This product may be ordered from:
Ms. Phyllis Bishop
Box 2592
University of Alabama
University, Alabama 35486

*use descriptors in item 1, page 191.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
CHILD PROGRESS EVALUATION

Title of Product: Toilet Training Checklist

Program Content Area(s) *A

Price ___

General Objective To monitor toilet training behavior.

Format Task Analysis Checklist

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 2

Package Components Checklist (materials needed: bathroom, paper and soap).

How is this product specifically used in this particular component of your project? Behavioral monitoring and planning.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
This is a test analysis of toilet training behavior in a checklist form for instructional planning and behavioral monitoring.	Subjective evaluation of teachers and coordinator.

This product may be ordered from:

Ms. Phyllis Bishop
Box 2592
University of Alabama
University, Alabama 35486

*use descriptors in item 1, page 191.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
CHILD PROGRESS EVALUATION

Title of Product: Parent Record Form of Environmental Language

Program Content Area(s) *B 2

Price ____

General Objective To assess home language (vocabulary)

Format Word list

Person Implementing:

Standardized: Yes ____ No X

____ Administrative
____ Instructional
____ Para-professional
____ Consultant
X Ancillary Staff

No. of Pages 1

Package Components Record form

How is this product specifically used in this particular component of your project? To compare home and school language and monitor changes of improvements.

Is this product currently available?
Yes X No ____
(If no, please indicate date it will be available ____________________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
This is a working form for parents to complete keeping a record of words and phrases emitted by child away from school. It is utilized for comparative purposes.	

This product may be ordered from: Mr. Bobby Wyatt
Box 2592
University of Alabama
University, Alabama 35486

*use descriptors in item 1, page 191.

IN-SERVICE PROGRAMS

Type: Workshop ________ Demonstration X Lecture ________

Other (specify) ________

Title of Workshop, Demonstration, etc. Developmental Therapy

Target Population:* 1, 2, 4, 7, 8, 9, 12

Is this a mediated presentation? Yes X No ___

If yes, what media is used: Slides, Tape

General Objectives: Description of program-services available. Observation training in specifics of program using video, slides, audio, publications, etc. This demonstration is designed for the emotionally disturbed module.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?		X
Is evaluation available? A. Program	X	
Is evaluation available? B. Participant	X	
Is it published?	X	
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?	X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

IN-SERVICE PROGRAMS
FOR MULTIPLE DISABILITIES MODULE

Type: Workshop __X__ Demonstration __X__ Lecture ______

Other (specify) ____________________

Title of Workshop, Demonstration, etc. Developmental Physical Management Techniques

Target Population:* 1, 2, 6, 7, 9, 10, 12

Is this a mediated presentation? Yes _X_ No __

If yes, what media is used: Video Tape - Slides and Equipment for M.D. Children

General Objectives: To train parents, teachers and individuals responsible for primary care of multiple disabled infants in Developmental Physical Management Techniques. This demonstration/workshop is designed for the multiple disabled module.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?	X	
Is evaluation available? A. Program		X
B. Participant		X
Is it published?		X
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?		X

---

*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

PUBLIC AWARENESS

Public awareness is a critical part of this program and has been developed as follows:

Presentations. A total of 12 presentations have been made - one at the State Department of Education, four at the University, (three in the Department of Special Education and one in the School of Social Work), two at state CEC meetings, one at a psychiatric conference in Birmingham, one in Mobile (a combined group consisting of the Mobile County Mental Health Association and the University of South Alabama), one at DPS Tuscaloosa and two in Hale County. Further, mailings (letters and brochures) have been made to regional and state special education coordinators and systems. In addition, the West Alabama Children's Center received some attention at the last national CEC meeting due to the efforts of one Center staff person and Rutland Center personnel. Through the University of Alabama, Department of Special Education Tri-Mod grant presentation at CEC in 1975, the Center received more national attention.

Media. Eight hours of video tapes and over 200 color slides have been made and utilized in presentations about the Center and in training. In addition, several people (students, professors, state level special educators, social workers, nurses, parents, teachers and others) have visited the Center.

Educational Practices. A two-day workshop for 29 Emotional Conflict teachers and six state level representatives (from all over Alabama) was conducted on August 22nd and 23rd, 1974. The purpose of the workshop was to teach the participants how to use the Referral Form Checklist (RFCL) and the Representative Objective Rating Form (RORF). In addition, some basic intervention techniques were discussed and practiced. A two-week, more complete training program is being proposed. Several teachers, principals, administrators, students and parents have observed (and later reported usage of) some of the techniques used at the Center. An in-service program was conducted in Hale County in which teachers were trained in the use of the RFCL, a screening instruments. Staff members made regular visits to county and city schools. Over 125 students from the University of Alabama have been partially trained in the model.

Other Services. While it is difficult to evaluate the Center in terms of its value to the academic community as a training site (3 Master's interns and 4 student teachers have been trained at the Center) and for its value as a demonstration project for the rest of the state, its value, while inestimable, is great.

Replication. One outpost, service to children, has been established in Hale County. The Center has been contacted by people from several areas (Decatur, Tuscumbia, Montgomery, Mobile, Pickens, Cullman and Birmingham) expressing interest in replicating the services offered at the Center. A consultant from the Decatur area spent a week at the Center for training and informational purposes. The special education coordinator and assistant superintendent from Pickens County spent one day at the Center culminating in an agreement to furnish transportation for 3 children from that County and the possibility of establishing an outpost in Pickens County.

In addition to the above activities, Mental Retardation Program has developed two slide presentations that are available on loan describing the M.R. Program. One presentation explains the Profoundly M.R. Group and the other presentation explains the total program.

Most of the other activities for public awareness for the M.R. Program have included oral presentation with demonstrations. Eighteen workshops have been conducted in Alabama and Arkansas. These activities have covered topics such as Developmental Physical Management Techniques, Equipment, Language Development, Dental Care for Cerebral Palsy Children, Normal Infant Development, Evaluation of the Multiple Disabled Child, Evaluation and Program Development and Theories of Learning.

BOOKS, ARTICLES, PUBLICATIONS
(CENTER/PROJECT DEVELOPED)

Books:

Articles: "Steps in Decision Making for Teachers of Disturbed Children", 1974/Project Tri Mod, Tuscaloosa, Alabama

Publications: Brochure - "West Alabama Children's Center" December, 1974/Project Tri Mod, Tuscaloosa, Alabama

Summer Newsletter - Titled "Summer 75"

MODEL EDUCATION FOR THE SEVERELY HANDICAPPED

(PROJECT MESH)

Project MESH is sponsored by a contract to the Bureau of Child Research at the University of Kansas from the Bureau of Education for the Handicapped. The project's major goal is to serve as a demonstration model center for severely mentally handicapped children in rural areas. A secondary goal is to provide technical assistance to rural districts in establishing service models for the severely mentally handicapped.

The service delivery model for rural schools is as varied as the number of school systems desiring to provide programs for the severely mentally handicapped. The model we are using, however, is adaptable to many rural school cooperatives.

The assumption, at least in Kansas, is that rural school districts will pool together their resources to form a cooperative special district. By doing so, they bring together under one administration nearly enough severely mentally handicapped students for a classroom but, in most cases, not enough students for a full program. This means, then, that they are still unable to support an adequate severely mentally handicapped program. A second variable comes into play at this point. In Kansas, we have mandatory laws for school districts to have programs for the trainable mentally handicapped, meaning we have classrooms, programs, and transportation facilities which could be utilized for the severely mentally handicapped.

This brings about the second assumption of the model currently being tested in the demonstration project: that is, the training needs of severely mentally handicapped and trainable mentally handicapped are similar and, in many cases, the same. Is it then necessary to develop a new system to provide classrooms, programs, and transportation for the severely mentally handicapped?

Currently, the demonstration center conducts four classrooms, one each at the primary, intermediate, junior-high, and high-school age levels. Each class has ten children, five severely mentally handicapped and five trainable mentally handicapped. The curriculum is being developed by the four project units: Survival Skills and Program Technology; Vocational; Communication (speech and language training); and Academics.

Included in the more innovative programs is a process called mechanical reading, which is being developed by Terry DeBriere, Director of Program Development, and his staff. Students are taught to use a task-analyzed sequence of pictures to learn food preparation and domestic skills. The process also is employed to teach complex assembly tasks, such as assembling Chrysler ignition systems and a potty alert transistor board. The process is being extended down to very young students, who are learning to acquire information from pictures to assemble such materials as Tinkertoys and Lincoln Logs into meaningful structures. Hence, a child could learn the process very young using play objects and, through his school years, learn to do more meaningful and complex tasks. We believe it is the responsibility of public schools to provide students with the skills necessary to learn how to live in the community and how to efficiently learn new job skills rather than teaching them to perform any particular task; in other words, we are primarily concerned with teaching our students to use resource materials to gain information about how to function in their environment.

Parsons has a long history of research in the communications area. The project Communication Unit, under the direction of Kathleen Stremel-Campbell, has compiled and developed five oral and four non-oral language training programs. These nine programs comprise the MESH language training continuum. A student is placed in one or more of the programs at a specific level, based on three levels of assessment. The unit is, in addition, in the process of conducting research related to the effective strategies for generalizing language skills to other environments outside the training environment.

Classroom academic programs are under the direction of Cynthia Billionis, Homeroom Unit Director. Three extensive programs are under development by this unit. First, and arithmetic sequence has been operationalized into a check list, which includes behaviors from pre-arithmetic to advanced computational skills with a hand calculator. Based on this sequence, individual training programs are being developed to train specific skills at each level. Second, a motor and physical development check list has been constructed which contains a special check list for cerebral palsied children. Training programs are being developed to train specific skills in this area, as well. Finally, a socialization check list is near completion. Validation of this check list will provide data to begin developing a sequence of programs to meet training needs of handicapped students in specific areas (i.e., eating, recreation, independent travel, and social responsibilities).

We are now in the process of writing a dissemination manual describing in depth the Project MESH programs and program development. We expect to have it available by early January, 1976.

Regarding workshop presentations, we offer: behavioral program writing; materials use training for the mechanical reading system; and extensive language training. All workshops are available either as long-term training programs on-site or as short-term workshops at recipient sites.

PROGRAM SUMMARY

Name: Model Education for the Severely Handicapped Project (MESH)

Director: C. Robert Campbell

Mailing Address:
Charles R. Spellman, Principal Investigator
320 North 29th Street
Parsons, Kansas 67357

Phone Number: 316/421-3570

Administrative Agency: University of Kansas Research Administration Bureau of Child Research

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)			7	11		18
Retarded (Sev)			11	7		18
Sev. Emot. Dist.			2			2
Mult. Handicapped		1	2			3
Other (indicate specific handicap						
TOTAL	0	1	22	18		41

General population in service area: Rural (under 50,000) X
Urban (over 50,000) ____

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	2	100
Secretarial	1	100
Professionals		
Teachers	4	100
Psychologists	1	100
Speech & Language Pathologist	1	100

PROGRAM STAFF CONT.

Title	Number of Program Staff per Position	% of Time
Para-Professional		
Teachers's Aides	9	100

PROGRAM RESOURCES BY HANDICAPPING CONDITIONS

HANDICAPPING CONDITIONS

PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices	A	A	A	A
Diagnostic Procedures	A	A	A	A
Prescriptive Techniques				
Child's Program Evaluation Procedure	A	A	A	A
In-Service Program	Y	Y	Y	Y
Parent Services				
Mediated Presentations (Administrative	Y	Y	Y	
Mediated Presentations (Programmatic	Y	Y	Y	Y
Books, Articles, and Publications	X	X		X

A=Center-developed program, available on a data-exchange basis (field testing)
W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

IDENTIFICATION AND SCREENING PROCEDURES

This section reflects briefly this projects activities in the area of Identification and Screening. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

☒ A. Self Help
☒ B. Communications
  B.1 ☒ Listening Skills
  B.2 ☒ Speaking Skills
  B.3 ☒ Reading Skills
  B.4 ☒ Writing Skills
☒ C. Cognitive
☒ D. Motor Development
  D.1 ☒ gross
  D.2 ☒ fine
  D.3 ☒ other
☒ E. Emotional Development (intra personal)
☒ F. Socialization (intra personal)

2. Method:

A. ☐ Anecdotal Reporting/Historical Research
B. ☒ Observation
C. ☒ Behavioral
D. ☐ Interviews
  ☐ Family
  ☐ Medical
  ☐ Educational
  ☐ Health/Mental Health related Services
D. Team Approach: (Membership)

Teachers
Psychologist
Speech Therapist

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Numerical Skills Checklist
B. Social Behaviors Checklist
C. Motor Development Checklist
D. Communication Checklist

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: Numerical Skills Checklist

Program Content Area(s) * C

Price Not Available (N/A)

General Objective As an aid to prescriptive programming.

Format Checklist

Person Implementing:

- ___ Administrative
- X Instructional
- ___ Para-professional
- ___ Consultant
- ___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages N/A

Package Components undetermined at this stage of development

How is this product specifically used in this particular component of your project? Data base for prescriptive programming and component of child evaluation.

Is this product currently available? Yes ___ No X

(If no, please indicate date it will be available N/A)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
		X					

Abstract	Evaluation
The numerical skills checklist is a tool used to assess a student's training needs in the areas of pre-arithmetic, arithmetic, money-handling, and time-telling.	Not available

This product may be ordered from:

---

*use descriptors in item 1, preceding page

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: Social Behaviors Checklist

Program Content Area(s) * E. F. A

Price Not Available (N/A)

General Objective Assess a child social functioning level upon entry in to program

Format Checklist

Person Implementing:

___ Administrative
x Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages N/A

Package Components undetermined at this stage of development

How is this product specifically used in this particular component of your project? Used to assess students in the areas of socialization, travel skills, and social responsibility.

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available N/A)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
		X					

Abstract	Evaluation
The Social Behavior Checklist is a tool used to assess a student's functioning level in the areas of socialization, travel skills, and social responsibility.	Not available

This product may be ordered from:

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*use descriptors in item 1, page 207.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: Motor Development Checklist

Program Content Area(s) * D, 1, 2, 3

Price N/A (Not Available)

General Objective To assess gross and fine motor development

Format Checklist

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages N/A

Package Components undetermined at this stage of development.

How is this product specifically used in this particular component of your project? Used in the assessment of cerebral palsy child and gross and fine motor assessment.

Is this product currently available?
Yes ___ No x
(If no, please indicate date it will be available N/A)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
		X					

Abstract	Evaluation
The motor development checklist is a tool used in the assessment of gross and fine motor skills of cerebral palsy children.	Not available

This product may be ordered from:

*use descriptors in item 1, page 207.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: Communication Checklist

Program Content Area(s) * B, 1, 2

Price Not Available (N/A)

General Objective To provide a general assessment of a wide range of speech and language behaviors

Format Checklist

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages N/A

Package Components undetermined at this stage of development.

How is this product specifically used in this particular component of your project? The Checklist is a portion of the overall assessment. It is the most general assessment procedure and is directly related to the general assessment battery. Specific assessment tests are selected from the information obtained from the Communication Checklist.

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available N/A)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
				X	X		

Abstract	Evaluation
The Communication Checklist is designed to provide a general assessment of a wide range of speech and language behaviors. The 80 behaviors listed in the Checklist replaced under three major categories: I. Observable Behaviors; II. Non-Verbal Communication: and III. Verbal Communication. A parent, aide, or teacher is asked to complete the Checklist. The language trainer then determines which general assessment tests should be given.	Field testing to begin January 1976

This product may be ordered from:

*use descriptors in item 1, page 207.

DIAGNOSTIC PROCEDURES

This section reflects briefly this projects activities in the area of Diagnostic Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

____ A. Self Help
_x_ B. Communications
    B.1 _x_ Listening Skills
    B.2 _x_ Speaking Skills
    B.3 ____ Reading Skills
    B.4 ____ Writing Skills
____ C. Cognitive

____ D. Motor Development
    D.1 ____ gross
    D.2 ____ fine
    D.3 ____ other
____ E. Emotional Development (intra personal)
____ F. Socialization (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. ____ Observation
C. _X_ Behavioral
D. ____ Interviews
    ____ Family
    ____ Medical
    ____ Educational
    ____ Health/Mental Health related Services
D. Team Approach: (Membership)

Teacher ____ ____

Speech Pathologist ____ ____

Indepth diagnostic evaluation is done at Parson State Hospital before the child arrives at the MESH Project.

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

General Communication Assessment.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: General Communication Assessment

Program Content Area(s) * B, 1, 2

Price Not Available

General Objective To obtain percentage scores on a number of tests in order to place children in adequate training programs.

Format Checklist

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages N/A

Package Components undetermined at this stage of development.

How is this product specifically used in this particular component of your project? The specific assessment tests are selected from the Checklist information. The general assessment tests provide percentage scores that can be plotted on a profile. This assessment data enables the Communication Unit staff to place the child in one of the oral or non-oral programs.

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
			X				

Is this product currently available?
Yes ___ **No** X
(If no, please indicate date it will be available ________________**)**

Abstract	Evaluation
The General Assessment Test includes 58 subtests. Each test consists of ten or 20 items. A percentage score may be obtained from each test and graphically plotted on a profile. The profile information provides entry skill data and is used to place a child in an appropriate communication program.	Field testing to begin January 1976

This product may be ordered from:

***use descriptors in item 1, preceding page**

CHILD PROGRESS EVALUATION

This section reflects briefly this projects activities in the area of Child Progress Evaluation. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

___ A. Self Help
_x_ B. Communications
    B.1 _x_ Listening Skills
    B.2 _x_ Speaking Skills
    B.3 ___ Reading Skills
    B.4 ___ Writing Skills
___ C. Cognitive

___ D. Motor Development
    D.1 ___ gross
    D.2 ___ fine
    D.3 ___ other
___ E. Emotional Development (intra personal)
___ F. Socialization (intra personal)

2. Method:

A. ___ Anecdotal Reporting/Historical Research
B. _X_ Observation
C. _X_ Behavioral
D. ___ Interviews
    ___ Family
    ___ Medical
    ___ Educational
    ___ Health/Mental Health related Services

D. Team Approach: (Membership) ✓

Teachers ________ ________ ________

Psychologist ________ ________ ________

________ ________ ________

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Project MESH Communication Evaluation System.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
CHILD PROGRESS EVALUATION

Title of Product: Project MESH Communication Evaluation System

Program Content Area(s) * B, 1, 2
General Objective

Price Not Available
Format N/A

Person Implementing:

___ Administrative
X Instructional
X Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages N/A

Package Components undetermined at this stage of development.

How is this product specifically used in this particular component of your project? Once a child is placed in a program, continuous data is recorded and graphically plotted. Continuous probe data is taken to see if the child is progressing in dependent areas. Weekly data is plotted on a progressive record to show long-term progress. Generalization (post test) data is collected at the termination of each program and review probes are taken to see if the behavior is maintained.

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available May, 1976)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
				X			

Abstract	Evaluation
The Communication Evaluation consists of a number of systems: 1) record of continuous data: 2) graphing and data analysis; 3) ongoing probes; 4) progressive record; and 5) generalization and maintenance tests. The system is used for program modifications, program changes, and general student progress evaluations.	

This product may be ordered from:

*use descriptors in Item 1, preceding page

IN-SERVICE PROGRAMS

Type: Workshop X Demonstration ____ Lecture ____

Other (specify) ____

Title of Workshop, Demonstration, etc. Developing Service Delivery Models for Severely Handicapped Individuals in Rural Public Schools

Target Population:* 1, 2, 4, 11, 12

Is this a mediated presentation? Yes X No ___

If yes, what media is used: Slides-Tape

General Objectives: Provides a systematic structure for decisions related to staff needs, selection of materials, program development, expectancies for severely handicapped in public schools, and alternate models for delivery of instruction.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?		X
Is evaluation available? A. Program	X	
B. Participant	X	
Is it published?		X
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?	X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

IN-SERVICE PROGRAMS

Type: Workshop X Demonstration ____ Lecture ____

Other (specify) ____

Title of Workshop, Demonstration, etc. A Continuum of Communication Assessment Tests and Training Programs for Handicapped Children

Target Population:* 1, 5,

Is this a mediated presentation? Yes X No ___

If yes, what media is used: Slide-Tape and Film

General Objectives: The workshop provides an overview of the three progressive types of assessment tests utilized for evaluating the language skills of the handicapped child. Program content and procedures for the series of oral and non-oral language programs are presented. The more intensive workshops train the participant to assess several children, place the children in a program, and administer the specific programs.

		Yes	No
Is specific information of workshop, etc. applicable to this project only?			X
Is evaluation available?	A. Program		X
	B. Participant	X	
Is it published?			X
Is program open to outside participation?		X	
Is end product available to be presented outside this agency?		X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

IN-SERVICE PROGRAMS

Type: Workshop X Demonstration ________ Lecture ________

Other (specify) ________

Title of Workshop, Demonstration, etc. Flowcharting Behavioral Training Program.

Target Population:* 1, 2, 3, 4, 7, 8, 9

Is this a mediated presentation? Yes X No ___

If yes, what media is used: Written Manual

General Objectives: To teach a standard set of flowcharting symbols and how to use the symbols in describing behavioral training programs.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?		X
A. Program		X
Is evaluation available? B. Participant	X	
Is it published?		X
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?	X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

IN-SERVICE PROGRAMS

Type: Workshop X Demonstration ____ Lecture ____

Other (specify) ____

Title of Workshop, Demonstration, etc. How to Write and Modify Behavioral Training Programs

Target Population:* 1, 2, 7, 9

Is this a mediated presentation? Yes X No ___

If yes, what media is used: Written Materials

General Objectives: To teach participants how to choose what behaviors should be trained next, define the behavior, set goals, perform task analysis, devise data sheets, consequent performance, perform error analysis, and modify programs.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?		X
Is evaluation available? A. Program		X
B. Participant	X	
Is it published?		X
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?	X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

PUBLIC AWARENESS

Public awareness is a critical part of this program and has been developed as follows:

The project's public awareness program is two-fold: public and professional awareness are the two targets. With each, the major objective of awareness is to change the expectancies of the public community where severely handicapped individuals should be living and the expectancies of the professional educators in public schools where the severely handicapped should be learning.

During the initial year of this project, public awareness has focused on service groups and parent groups in the region served by the project. An overview slide-tape presentation has been used to describe the available services for severely handicapped. Emphasis has been on the potential productivity of severely handicapped individuals in the community.

Professional awareness programs have focused on the potential learning capabilities of the severely handicapped and the need to expand the training technology available to professional educators working with severely handicapped individuals.

MODEL PRESCHOOL CENTER FOR HANDICAPPED CHILDREN

Purpose

1. To continue to provide quality demonstration service programs for young handicapped children and their families which may be used for intensive training and other programs or project staff and for the development of evaluation for models for field use.

2. To continue to improve services and instruction provided for pre-school handicapped children and their families in existing programs.

3. To expend services and programs for young handicapped children and their families through implementation, coordination and collaboration with other agencies and organizations.

Design Organization

The Model Preschool Center serves children from birth to six years of age who have a very wide range of mild to severely handicapping conditions in mental retardation, developmental disabilities or deficits or delays in motor communication, socialization, cognition, and self-help skills development.

The Model School Center for Handicapped Children is a demonstration, training center based program that emphasized outreach, replication and dissemination efforts as well as a collaborative effort to assist Head Start programs in integrating handicapped with non-handicapped children. Major components are:

1. Service - primary assessment, remediation, follow-up - is provided for approximately 190 children annually in the pre-school program. Hundreds of other children are served in "outreach programs" replicating procedures developed and used at the Model Preschool Center.

2. Training is provided for students from many disciplines in University of Washington graduate and undergraduate programs. In-service programs in field settings extend these training efforts through the state and other regions.

3. Parents involvement and education are integral parts of all programs within the Model Preschool Center insofar as possible in field-based programs with which the center collaborates.

4. OCD/BEH collaborative experimental handicapped project with Head Start is a project which the staff developed and tested modes and materials to train and assist Head Start staff in their efforts to integrate handicapped children with non-handicapped children in the Head Start program.

5. Community College Programs - The Model Preschool Center staff worked with community colleges in providing course work with practicum training opportunities for paraprofessionals through child development, early childhood, family life and parent education programs.

6. Day Care Center Programs - The Model Preschool Center staff trains Washington State day care personnel serving young handicapped children.
   Intensive training workshops are provided at the center in summers, followed by follow-up workshops and on-site consultation in field settings during the year.

7. Technical Assistance - The staff provides training and technical assistance to other projects seeking to replicate the center's procedures and to extend services to handicapped children and their families in diverse settings.

8. Coordination with other agencies - In an effort to promote better coordination and to avoid costly duplication of efforts, the staff of the center and of other state, regional and national agencies serving handicapped children cooperate in planning and developing training, resources, and service delivery works, and on disseminating information and materials through state, regional and national organizations.

Basic procedures, techniques and methods of operation - The Model Preschool will provide:

1. Demonstration services for 125 handicapped children in ten classes, birth through 6 years of age.

2. Practicum setting for at least 100 university students.

3. Services to at least 200 young handicapped children in other programs.

4. Developing field tested patterning packet.

5. Training for approximately 750 teaching staff in various early child programs.

6. Evaluation of training programs.

PROGRAM SUMMARY

Name: Model Preschool Center for Handicapped Children

Director: Alice H. Hayden, Ph.D

Mailing Address: Experimental Education Unit, CDMRC, WJ-10
University of Washington
Seattle, Washington 98195

Phone Number: 206/543-7583

Administrative Agency: College of Education/Child Development and Mental Retardation Center (CDMRC)

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)						
Retarded (Sev)	31	29				60
Sev. Emot. Dist.		5				5
Mult. Handicapped	4	64				68
Other (indicate specific handicap						
TOTAL	35	98				133

General population in service area: Rural (under 50,000) ____
Urban (over 50,000) X

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	1	100
Service Manager	1	100
Coordinators	5	100
Secretarial	3	100
Budget & Payroll Personnel	1	100
Publication Personnel	4	3@ 50%, 1@ 100 3@ 50
Professional		
Teachers	9	100
Information Specialist	1	100
Diagnosticians	1	100
Evaluation Coordinator	1	100
Medical	1	100
Principal of Experimental Ed.	1	100

PROGRAM STAFF CONT.

Title	Number of Program Staff per Position		% of Time
Professional (Continued)			
Training Coordinator	1		100
Experimental Ed. Unit Coordinator	1		100
Communication Disorders Specialists	4	1@50%, 1@75%, 2@	100
Para Professional			
Teacher's Aides	250		2-3 hours per week
Parents*	40		1-5 hours per day
Volunteers	10		50

PROGRAM RESOURCES BY HANDICAPPING CONDITIONS

	HANDICAPPING CONDITIONS			
PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices	W/Z	W/Z	W/Z	X/Z
Diagnostic Procedures	W/Z	W/Z	W/Z	W/Z
Prescriptive Techniques	W/Z	W/Z	W/Z	W/Z
Child's Program Evaluation Procedure	W/X	W/X	W/X	W/X
In-Service Program	X	X	X	X
Parent Services	X	X	X	X
Mediated Presentations (Administrative	Y	Y	Y	Y
Mediated Presentations (Programmatic	X/Y	X/Y	X/Y	X/Y
Books, Articles, and Publications	X/Y	X/Y	X/Y	X/Y

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

IDENTIFICATION AND SCREENING PROCEDURES

This section reflects briefly this projects activities in the area of Identification and Screening. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 X Reading Skills
  B.4 X Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 ____ other
X E. Emotional Development (intra personal)
____ F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  X Medical
  X Educational
  X Health/Mental Health related Services
D. Team Approach: (Membership)

Education teachers, special education teachers, psychologists, social worker, doctor, nurse, dentist, occupational therapist, physical therapist, speech pathologist, audiologist, nutrition specialist, communication/speech disorder therapist.

Because the Model Preschool Center for Handicapped Children is attached to the Child Development and Mental Retardation Center, a University-Affiliated Facility, the children referred to the Model Preschool Center are routinely given a comprehensive workup by professionals from the disciplines noted below prior to diagnostic placement in the Preschool classes for further assessment.

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Denver Developmental Screening Test
B. Peabody Picture Vocabulary Test
C. Bayley Infant Scales
D. Wechsler Intelligence Scale for Children
E. Teacher Observation Form for Identifying Children Who May Require Additional Services
F. The Preschool Profile and Procedures
G. Uniform Performance Assessment System

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: Teacher Observation Form for Identifying Children Who May Require Additional Services.

Program Content Area(s) * A, B, C, D, F

Price $.55

General Objective To assist teachers in identifying preschool children who may require additional services.

Format Checklists/Guide to use

Person Implementing:

___ Administrative
x Instructional
x Para-professional
x Consultant
___ Ancillary Staff

Standardized: Yes ___ No x

No. of Pages 6

Package Components
Text and checklists

How is this product specifically used in this particular component of your project? This device assists teachers in identifying children who may need services beyond that of educational programs in order to profit from a special education program. It helps teachers to acquire and organize specific information about the child's performance that will be of use to those agencies or persons to whom the child is referred for further services.

Is this product currently available?
Yes x No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
					X		

Abstract	Evaluation
Developed with the help of specialists from many disciplines, these checklists help teachers to identify all children in their programs who may need services outside the program and to organize their observations about children in order to provide useful information to referral agencies.	Field testing in settings integrating handicapped children with non-handicapped locally, regionally & nationally through the efforts of OCD/BEH Experimental Handicapped Projects currently involved in testing developed models and procedures for integrating the handicapped.

This product may be ordered from: Model Preschool Center for Handicapped Children Experimental Education Unit, Child Development and Mental Retardation Center, WJ-10/College of Education, University of Washington, Seattle, Wa., 98195

*use descriptors in item 1, preceding page

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: The Preschool Profile and Procedures

Program Content Area(s) *A,B,C,D,F

Price .20

General Objective To identify performance deficit in young children in eight basic areas of development. It is used as an aid to prescriptive programming.

Format Procedural guide and chart/checklist

Person Implementing:

____ Administrative
X Instructional
X Para-professional
____ Consultant
____ Ancillary Staff

Standardized: Yes ____ No X

No. of Pages 8

Package Components Procedural guide and checklist.

How is this product specifically used in this particular component of your project? As a graphic record of a child's performance in eight developmental areas; as a tool for training instructional personnel in the skill of systematic observation; and as an aid to later prescriptive programming.

Is this product currently available?
Yes x No ___
(If no, please indicate date it will be available ________________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
					X		

Abstract	Evaluation
The Profile is a chart/checklist that can be used as an individual record of a child's performance in 8 areas of development: i.e., fine & gross motor, pre-academic (cognitive) skills, social, receptive and expressive language skills, and self-help skills. The Profile provides a graphic presentation noting skills a child can sometimes, always & never do; the Procedures explains how to use the checklist for maximum effect.	The Profile and Procedures are undergoing field testing in settings integrating handicapped with non-handicapped children; commentary from users on its effectiveness, frequency of use, etc., is being collected locally, regionally, and nationally through the efforts of OCD/BEH Experimental Handicapped Projects' staff.

This product may be ordered from:
Model Preschool Center for Handicapped Children, Experimental Education Unit, College of Education/Child Development and Mental Retardation Center, WJ-10, University of Washington, Seattle, WA 98195

***use descriptors in item 1,** page 225.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: Uniform Performance Assessment System

Program Content Area(s) *A,B,C,D,F

Price

General Objective To monitor, summarize, analyze and report information on the performance of handicapped children in essential living skills.

Format Checklist
Criterion tests

Person Implementing:

___ Administrative
X Instructional
X Para-professional
X Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages Approximately 100

Package Components Introductory text, checklist (behavioral) and criterion tests of performance on checklisted skills.

How is this product specifically used in this particular component of your project? Used diagnostically, the system monitors the performance of handicapped children in essential life skills, then assists with summarizing, analyzing, and reporting that information. It is undergoing development at present; therefore, its use now is limited to pilot testing and may prove to have wider applicability in prescriptive programming later.

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available late 1976 for pilot test version)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
		X					

Abstract	Evaluation
UPAS (Uniform Performance Assessment System) is an information system designed to monitor the performance of handicapped children in essential life skills, and to assist with summarizing, analyzing, and reporting such performance information --as an aid to remedial instructional programming.	Not yet applicable

This product may be ordered from:

*use descriptors in item 1, page 225.

DIAGNOSTIC PROCEDURES

This section reflects briefly this projects activities in the area of Diagnostic Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

____ A. Self Help
__x__ B. Communications
    B.1 __x__ Listening Skills
    B.2 __x__ Speaking Skills
    B.3 ____ Reading Skills
    B.4 ____ Writing Skills
__x__ C. Cognitive
__x__ D. Motor Development
    D.1 __x__ gross
    D.2 __x__ fine
    D.3 ____ other
____ E. Emotional Development (intra personal)
__x__ F. Socialization (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. __x__ Observation
C. __x__ Behavioral
D. ____ Interviews
    ____ Family
    ____ Medical
    ____ Educational
    ____ Health/Mental Health related Services
D. Team Approach: (Membership)

Special Education Teachers

Communication Disorders Specialist

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. The Communication Model
B. Guide for Observing a Preschool Child

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
DIAGNOSTIC PROCEDURES

Title of Product: The Communication Model

Program Content Area(s) * B, C, F **Price** $4.20
General Objective To diagnose specific communication disorders in young children **Format** Text, chart

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
X Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 7

Package Components Introductory text, chart

How is this product specifically used in this particular component of your project? To diagnose specific communication deficits in young children; the diagnosis provides a basis for remediation with the use of the Communication Outlines and other prescriptive devices.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
					X		

Abstract	Evaluation
The Communication Model is a diagnostic tool for discovering communication disorders in young children. The model presents in chart form the necessary communication prerequisites for progression into first grade. Several pages of text explain how to best utilize the model.	Field testing in settings integrating handicapped with non-handicapped children at the local, regional and national level.

This product may be ordered from:

Model Preschool Center for Handicapped Children
Experimental Education Unit
College of Education/CDMRC, WJ-10
Washington University, Seattle, WA 98195

*use descriptors in item 1, preceding page

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: Guide for Observing a Preschool Child

Program Content Area(s) * B, C, D, F

Price $.35

General Objective To diagnose specific development deficits in the above areas (B, C, D, F)

Format Checklist

Person Implementing:

- ___ Administrative
- X Instructional
- X Para-professional
- ___ Consultant
- ___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 3

Package Components Guide and checklist

How is this product specifically used in this particular component of your project? As a basic training device to develop the skill of systematic observation and as an ongoing child performance assessment aid.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
			X				

Abstract	Evaluation
Guide for Observing a Preschool Child Often, students and parents entering the classroom do not know what to look for when they observe preschool children. The Guide suggests in checklist form areas of individual child development that should be noted by observers. Areas of assessment include teacher and peer interaction, language skills, and gross and fine motor skills.	Pilot testing in both center-based and field settings integrating handicapped children.

This product may be ordered from:

Model Preschool Center for Handicapped Children, Experimental Education Unit, College of Education, Child Development and Mental Retardation Center, WJ-10 University of Washington, Seattle, Washington 98195

***use descriptors in item 1,** page 229.

PRESCRIPTIVE PROCEDURES

This section reflects briefly this projects activities in the area of Prescriptive Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

x A. Self Help
x B. Communications
  B.1 x Listening Skills
  B.2 x Speaking Skills
  B.3 x Reading Skills
  B.4 ____ Writing Skills
x C. Cognitive
x D. Motor Development
  D.1 x gross
  D.2 x fine
  D.3 ____ other
x E. Emotional Development (intra personal)
x F. Socialization (intra personal)

2. Method:

A. x Anecdotal Reporting/Historical Research
B. x Observation
C. x Behavioral
D. x Interviews
  ____ Family
  ____ Medical
  x Educational
  ____ Health/Mental Health related Services
D. Team Approach: (Membership)

All teachers involved with the child

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Peabody Articulation Card Deck
B. The Educational Staffings Model
C. The Infant Learning Package
D. Let's Cook...And Teach Preschool Skills
E. Classroom Behavior and Management Model
F. Teaching Prepositions to Down's Syndrome Children
H. What's A Child To Do?

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED PRESCRIPTIVE PROCEDURES

Title of Product: The Educational Staffings Model (Also applies to child progress evaluation)

Program Content Area(s) *A,B,C,D,E,F

Price .60

General Objective Increasing effectiveness of teacher staffings to provide services for all children.

Format Text

Person Implementing:

- ___ Administrative
- X Instructional
- X Para-professional
- ___ Consultant
- ___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 12

Package Components Text

How is this product specifically used in this particular component of your project? Used to encourage more frequent staffings and to develop effective staff meetings aimed at providing better services to individual children.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ____________________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
					X		

Abstract	Evaluation
The model provides techniques to be used by preschool staff in frequent meetings aimed at isolating significant events in the preschool day. The model offers specific questions to ask, procedures to be followed, and results to be anticipated from regular collective attention to important child progress issues. Focuses on instructional personnel's management of all children in order to "troubleshoot" problems before they become large problems.	Tested in Head Start centers

This product may be ordered from:

Model Preschool Center for Handicapped Children, Experimental Education Unit, College of Education and Child Development and Mental Retardation Center, University of Washington, WJ-10, Seattle, Washington 98195

*use descriptors in item 1, preceding page

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED PRESCRIPTIVE PROCEDURES

Title of Product: The Infant Learning Package

Program Content Area(s) * B,C,D

Price $1.05

General Objective To provide prescriptive services for gross and fine motor deficits in Down's infants.

Format Series of papers, forms

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 20

Package Components Assessment forms, prescriptive text

How is this product specifically used in this particular component of your project? Used by teachers in the Down's syndrome infant program to assess and provide remediation to motor development lags.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
This package contains an introduction explaining the importance of early learning experiences and then provides programs in early sensory-motor and cognitive activities that can be carried out by teachers or parents. Included in the package are exercises to develop head and trunk control, auditory and visual perception, eye-hand coordination (early and intermediate) and imitation. Specific instructions and any materials needed are spelled out.	Field tested in center programs, Epton Day Care Centers and other infant programs around the United States, Canada, and Australia.

This product may be ordered from:

Model Preschool Center for Handicapped Children, Experimental Education Unit, College of Education and Child Development and Mental Retardation Center, University of Washington, WJ-10, Seattle, WA 98195

*use descriptors in item 1, page 232.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
PRESCRIPTIVE PROCEDURES

Title of Product: Lets Cook.. And Teach Preschool Skills

Program Content Area(s) * A,B,C,D,F

Price $1.35

General Objective To remediate deficits in program content areas A,B,C,D,F

Format Cookbook

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 20

Package Components Cookbook

How is this product specifically used in this particular component of your project? Used as part of the preschool class to increase skills in the following areas: self-help, communications, socialization and cognitive and motor development.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ____________________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
			X	X			

Abstract	Evaluation
Let's Cook... and Teach Preschool Skills is a prescriptive recipe book for young children and their teachers. Each recipe includes directions for child participation and teacher assistance and indicates what skills are prerequisite for child involvement. Also details what skills will be strengthened by making each dish and what new knowledge children can gain through the cooking experience.	Field testing in center-based preschool programs.

This product may be ordered from:

Model Preschool Center for Handicapped Children, Experimental Education Unit, College of Education and Child Development and Mental Retardation Center, University of Washington, WJ-10, Seattle, Washington 98195

*use descriptors in item 1, page 232.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED PRESCRIPTIVE PROCEDURES

Title of Product: Classroom Behavior and Management Model

Program Content Area(s) *A,B,C,D,E,F

General Objective To remediate a child's deficits in the above listed content area.

Price $2.25

Format Series of prescriptive services

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 30

Package Components Several texts

How is this product specifically used in this particular component of your project? Shows teachers how to more effectively rearrange the classroom, plan activities and help individual problem children.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
			X	X			

Abstract	Evaluation
Prescriptive suggestions for managing classroom organization, scheduling, and transitions from one activity to the next are provided in sections of the model dealing with the overall management of the program. Later sections present tactics for managing behaviors of concern in individual children, specifically, disruptive behaviors and isolate, withdrawn behaviors.	Field tested in Head Start Centers.

This product may be ordered from:

Model Preschool Center for Handicapped Children, Experimental Education Unit, College of Education and Child Development and Mental Retardation Center, University of Washington, WJ-10, Seattle, WA 98195

*use descriptors in item 1, page 232.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
PRESCRIPTIVE PROCEDURES

Title of Product: Teaching Prepositions to Down's Syndrome Children

Program Content Area(s) * B

Price $ .25

General Objective To remediate lack of understanding of meaning and use of prepositions.

Format Prescription text

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 5

Package Components Case study

How is this product specifically used in this particular component of your project? Used to teach ten basic prepositions to preschool children with Down's syndrome.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
					X		

Abstract	Evaluation
This program is designed to teach developmentally delayed or communication delayed young preschool children to; (1) discriminate between situations involving different prepositions and (2) to verbalize these prepositions appropriately. Instructional steps and materials required are specified.	Field tested in center programs and Epton Day Care Centers.

This product may be ordered from:
Model Preschool Center for Handicapped Children, Experimental Education Unit, College of Education and Child Development and Mental Retardation Center, University of Washington, WJ-10, Seattle, WA 98195

*use descriptors in item 1, page 232.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
PRESCRIPTIVE PROCEDURES

Title of Product: What's a Child to Do?

Program Content Area(s) * A,B,C,D,E,F

Price $.45

General Objective To remediate deficits or possible deficits in program content areas A,B,C, D,E,F

Format Text

Person Implementing:

___ Administrative
_X_ Instructional
_X_ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No _X_

No. of Pages 6

Package Components Introductory text for teachers

How is this product specifically used in this particular component of your project? Used by teachers or para-professionals to spot deficits in child development by re-planning daily activities.

Is this product currently available?
Yes _X_ No ___
(If no, please indicate date it will be available ____________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
			X	X			

Abstract	Evaluation
Too often, preschool teachers arrange daily classroom activities around what the teacher is to do. By refocusing attention on what the child is to do, the teacher can more easily set behavioral objectives for the children as a group, and more easily identify any child who cannot meet those objectives. The model also suggests child-oriented objectives for a number of preschool activities, especially language skills.	Field tested in Head Start programs.

This product may be ordered from:

Model Preschool Center for Handicapped Children, Experimental Education Unit, College of Education and Child Development and Mental Retardation Center, University of Washington, WJ-10, Seattle, WA 98195

*use descriptors in item 1, page 232.

CHILD PROGRESS EVALUATION

This section reflects briefly this projects activities in the area of Child Progress Evaluation. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

   x A. Self Help
   x B. Communications
      B.1 ____ Listening Skills
      B.2 ____ Speaking Skills
      B.3 ____ Reading Skills
      B.4 ____ Writing Skills
   x C. Cognitive
   x D. Motor Development
      D.1 ____ gross
      D.2 x fine
      D.3 ____ other
   x E. Emotional Development (intra personal)
   x F. Socialization (intra personal)

2. Method:

   A. ____ Anecdotal Reporting/Historical Research
   B. x Observation
   C. x Behavioral
   D. ____ Interviews
      ____ Family
      ____ Medical
      ____ Educational
      ____ Health/Mental Health related Services
   E. Team Approach: (Membership)

   Classroom Teacher ____ ____

   Evaluation Specialist ____ ____

   Additional professionals based on area being evaluated.

3. Format:

   The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

   A. Makah (Indian Head Start) Individual Assessment Form
   B. The Clothes Fastening Program

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
CHILD PROGRESS EVALUATION

Title of Product: Makah (Indian Head Start) Individual Assessment Report

Program Content Area(s) *A,B,C,D,E,F

Price $.25

General Objective To assess child's progress on above areas of development.

Format Checklist

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 4

Package Components Introductory paragraph to parents followed by checklist.

How is this product specifically used in this particular component of your project? To inform parents of their children's progress in preschool (Head Start)

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ____________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
This reporting form is an informal "report card" that is sent to parents of children enrolled in a Head Start program prior to their scheduled conferences with Head Start staff. Children's progress is broken out into skill areas and specific behaviors within those areas; the child performance information recorded on the form gives parents the basis for questions they wish to ask or issues they wish to discuss in the conference.	Field tested in Head Start Centers.

This product may be ordered from:
Model Preschool Center for Handicapped Children, Experimental Education Unit, College of Education and Child Development and Mental Retardation Center, University of Washington, WJ-10, Seattle, WA 98195

*use descriptors in item 1, preceding page

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
CHILD PROGRESS EVALUATION

Title of Product: The Clothes Fastening Program

Program Content Area(s) *A,D

Price $7.00

General Objective To assess progress of children in meeting behavioral goals.

Format Illustrations and lattices

Person Implementing:

____ Administrative
X Instructional
X Para-professional
____ Consultant
____ Ancillary Staff

Standardized: Yes ____ No X

No. of Pages 100

Package Components Instructions and lattices

How is this product specifically used in this particular component of your project? Used by preschool teachers to teach fastening skills.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ____________________)

Stage of Development

					X		
1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright

Abstract	Evaluation
A product resulting from several years of research in developing latticed self-help instructional programs for developmentally delayed young children. This program delineates the steps required by the program from task analysis through final testing and implementation of the instructional sequence.	Field tested in numerous preschool settings or programs for developmentally delayed children.

This product may be ordered from:
Model Preschool Center for Handicapped Children, Experimental Education Unit, College of Education and Child Development and Mental Retardation Center, University of Washington, WJ-10, Seattle, WA 98195

*use descriptors in item 1, page 239.

PARENT SERVICES

This section reflects briefly this projects activities in the area of Parent Services. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

x A. Self Help
x B. Communications
    B.1 ___ Listening Skills
    B.2 ___ Speaking Skills
    B.3 ___ Reading Skills
    B.4 ___ Writing Skills
x C. Cognitive

x D. Motor Development
    D.1 ___ gross
    D.2 ___ fine
    D.3 ___ other
x E. Emotional Development (intra personal)
x F. Socialization (intra personal)

2. Method:

A. x Anecdotal Reporting/Historical Research
B. x Observation
C. x Behavioral
D. x Interviews
    x Family
    ___ Medical
    ___ Educational
    ___ Health/Mental Health related Services
D. Team Approach: (Membership)

Parents
Teachers

2. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Parent Involvement Model (all parts)

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
PARENT SERVICES

Title of Product: The Parent Involvement Model (all parts)

Program Content Area(s) * A,B,C,D,E,F

Price $.65

General Objective To promote interaction between parents and teachers.

Format Checklist, text

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 15

Package Components Text, questionnaire

How is this product specifically used in this particular component of your project? Promotes interaction between teachers and parents, involves parents in helping teach their children.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ______________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
					X		

Abstract	Evaluation
Parents can be trained as effective teachers of their handicapped children. The model discusses training of parents in data collection, behavior management, and goal-setting. Frequent parent-teacher conferences are recommended for additional parent training. Suggested questions to ask parents are included to gather such information as effect of handicapping conditions on the family and short- and long-term goals for the child.	

This product may be ordered from:

Model Preschool Center for Handicapped Children, Experimental Education Unit, College of Education and Child Development and Mental Retardation Center, University of Washington, WJ-10, Seattle, WA 98195

*use descriptors in item 1, preceding page

PUBLIC AWARENESS

Public awareness is a critical part of this program and has been developed as follows:

One of the most effective methods of promoting community awareness has been to open the Model Preschool Center to visitors. Each year, the Center is visited by thousands of administrators, teachers, paraprofessionals, students, and representatives from other agencies and projects, parents, and interested members of the community. Daily tours give visitors an overall picture of the aims and functions of the Center; these tours always include observation of classroom activities through specially designed observation booths. Participants in workshops held at the Center not only observe, but often engage in practicum teaching within the classroom under teacher supervision. During the 1974-75 year, visitors to the Center numbered 11,000; through participation in the Health Sciences Open House this spring, information on programs and services to the Model Preschool Center for Handicapped Children was provided to over 7,000 individuals.

Activities of the Model Preschool have been the subject of newspaper and television features in the Seattle area: articles about the Down's Syndrome programs have appeared in the Seattle Times, the University of Washington Daily, and the Health Sciences Review; this spring the program was featured in a two-part local television program.

In addition to articles written about the Model Preschool Center for Handicapped Children by staff members and others, the activities of many staff in community activities related to handicapped individuals have done much to heighten community awareness of the need for services to handicapped children.

Finally, the Model Preschool Center for Handicapped Children has responded to over 3,000 mail requests for reprints of publications concerning the Center's program and has developed a catalogue of motion pictures, video tapes and slide programs available for rental or sale.

MEDIATED PRODUCTS

The Model Preschool Center, as part of the Experimental Education Unit, a component of the Child Development and Mental Retardation Center at the University of Washington, has access to a Media Services facility; with the help of the facility's staff, the Center produces a variety of mediated products useful in training and service to children and their families -- including such products as videotapes, slide-tape shows, and films. These disseminable items are widely distributed and are also used at the Center itself for activities related to identifying, assessing, and evaluating the progress of handicapped children, and developing individualized programs for them. The booklet Motion Pictures, Video Tapes, and Slide Programs Available for Rental or Sale contains a listing of all media products of the Center, with accompanying abstracts detailing the content and purposes of the items.

BOOKS, ARTICLES, PUBLICATIONS
(CENTER/PROJECT DEVELOPED)

Please list in bibliographical format all books, articles, and/or publications developed in conjunction as a result of your project.

BOOKS

Haring, N.G., & Hayden, A.H. (Eds.) *The improvement of instruction*. Seattle, Washington: Special Child Publications, 1972.

Haring, N.G. (Ed.) *Behavior of exceptional children: An introduction to special education*. Columbus, Ohio: Charles E. Merrill, 1974.

Haring, N.G., & Brown, L. (Eds.) *Teaching the severely handicapped: A yearly publication of the American Association for the Education of the Severely/Profoundly Handicapped* (Vol. 1). New York: Grune & Stratton, 1975, in press.

CHAPTERS IN BOOKS

Allen, K.E., Benning, P.M., & Drummond, W.T. Integration of normal and handicapped children in a behavior modification preschool: A case study. In G. Semb (Ed.), *Behavior analysis and education--1972*. Lawrence, Kansas: University Printing Services, 1972.

Allen, K.E. The acquisition of social skills in the young child. In N.G. Haring (Ed.), *Behavior of exceptional children*. Columbus, Ohio: Charles E. Merrill, 1974, Pp. 151-186.

Beck, R., Adams, G., Chandler, L., & Livingston, S. The need for adjunctive services: A view from primary care. In N.G. Haring & L. Brown (Eds.) *Teaching the severely handicapped: A yearly publication of the American Association for the Education of the Severely/Profoundly Handicapped* (Vol. 1). New York: Grune & Stratton, 1975, in press.

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Dmitriev, V. Motor and cognitive development in early education. In N.G. Haring (Ed.), Behavior of exceptional children: An introduction to special education. Columbus, Ohio: Charles E. Merrill, 1974. Pp. 69-116.

Gentry, D., & Haring, N.G. Essentials of performance measurement. In N.G. Haring & L. Brown (Eds.), Teaching the severely handicapped: A yearly publication of the American Association for the Education of the Severely/Profoundly Handicapped (Vol. 1). New York: Grune & Stratton, 1975, in press.

Haring, N.G. Early experiences: The evolution of experimental education. In J.M. Kaufmann & C.D. Lewis (Eds.), Teaching children with behavioral disorders: Personal perspectives. Columbus, Ohio: Charles E. Merrill, 1974, Pp. 76-112.

Haring, N.G. Perspectives in special education. In N.G. Haring (Ed.), Behavior of exceptional children: An introduction to special education. Columbus, Ohio: Charles E. Merrill, 1974, Pp. 3-33.

Haring, N.G. Social and emotional behavior disorders. In N.G. Haring (Ed.), Behavior of exceptional children: An introduction to special education. Columbus, Ohio: Charles E. Merrill, 1974, Pp. 253-293.

Haring, N.G. Applied behavior principles in teaching handicapped children, In Proceedings of the Conference on the Moral and Ethical Implications of Behavior Modification, University of Wisconsin School of Education, Madison, Wis.: March 20-21, 1975, in press.

Haring, N.G. Using the developmental approach as a basis for planning and sequencing different kinds of curricular for severely/profoundly handicapped persons. In Proceedings of the National Association for Retarded Citizens Annual Convention. New Orleans, La., April, 1975, in press.

Haring, N.G., & Bricker, D. Overview of comprehensive services for the severely/profoundly handicapped. In N.G. Haring & L. Brown (Eds.), Teaching the severely handicapped: A yearly publication of the American Association for the Education of the Severely/Profoundly Handicapped (Vol. 1). New York: Grune & Stratton, 1975, in press.

Haring, N.G. Future directions: Improving the teaching and the quality of life for the profoundly handicapped. In N.G. Haring & L. Brown (Eds.), Teaching the severely handicapped: A yearly publication of the American Association for the Education of the Severely/Profoundly Handicapped (Vol. 1). New York: Grune & Stratton, 1975, in press.

Haring, N.G., Hayden, A.H., & Dmitriev, V. Early intervention with multiply handicapped children. In Proceedings of the 1975 Council for Exceptional Children National Convention, Los Angeles, April, 1975, in press.

Haring, N.G., & Schiefelbusch, R. A new perspective on teaching. In N.G. Haring & R. Schiefelbusch (Eds.), Teaching special children. New York: McGraw-Hill, 1975, in press.

Hayden, A.H., & Haring, N.G. Improving instruction through evaluation. In N.G. Haring & A.H. Hayden (Eds.), The improvement of instruction. Seattle, Washington: Special Child Publications, 1972. Pp. 432-453.

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Hayden, A.H., & Dmitriev, V. Early and continuous intervention with Down's syndrome children. In Proceedings of the 99th Annual Meeting of the American Association on Mental Deficiency, Portland, Oregon, May, 1975, in press.

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Hayden, A.H., & Edgar, E.B. Identification, screening, and assessment. In J. Jordan (Ed.), The early childhood program handbook. Reston, Va.: Council for Exceptional Chidlren Information Center, 1975, in press.

Hayden, A.H., & Haring, N.G. Programs for Down's syndrome children at the University of Washington. In T. Tjossem (Ed.), Intervention strategies with risk infants and young children. Baltimore: University Park Press, 1975, in press.

Lovitt, T.C. Behavior modification: The current scene. In A.R. Brown (Ed.), Modifying children's behavior. Springfield, Ill.: Charles C. Thomas, 1975, in press.

Mithaug, D., & Haring, N.G. Community vocational and workshop placement. In N.G. Haring & L. Brown (Eds.), Teaching the severely handicapped: A yearly publication of the American Association for the Education of the Severely/Profoundly Handicapped (Vol. 1). New York: Grune & Stratton, 1975, in press.

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Rieke, J. (Contributing editor) In D.L. Hedrick & E.M. Prather (Eds.), The sequenced inventory of communication development. (Revised) Seattle, Washington: University of Washington Press, 1975, in press.

White, O.R., & Liberty, K.A. Behavioral assessment and precise educational measurement. In N.G. Haring & R. Schiefelbusch (Eds.), Teaching special children. New York: McGraw-Hill, 1975, in press.

ARTICLES

Appleman, K., Allen, K.E., & Turner, K. The conditioning of language in a non-verbal child conducted in a special education classroom. Journal of Speech and Hearing Disorders, 1975, in press.

Dmitriev, V. Exercises for the infant, birth to three months. Sharing Our Caring. Milton, Washington: Caring, a non-profit organization, February, 1971, 1:2, 4-7.

Dmitriev, V. Looking & Listening: Exercises for the infant, birth to three months. Sharing Our Caring, June, 1971, 1:4, 25-29.

Dmitriev, V. Teaching motor skills to Down's syndrome children in a preschool setting. Sharing Our Caring, 1971, 1:5, 13-15.

Dmitriev, V. Techniques for teaching early eye-hand coordination. Sharing Our Caring, 11:3, 11-15.

Dmitriev, V. Eyes and hands work together. Sharing Our Caring, 1973, 3:1, 13-19.

Dmitriev, V. A program for accelerating and maintaining development in Down's syndrome children. *Down's Syndrome Congress News*, Friendly, Maryland, April, 1974.

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Hayden, A.H. Guest Editor, *Education of the very young* issue, *Educational Horizons*, Winter, 1971-72, 50:2.

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Nicholls, K. Teaching prepositions to Down's syndrome children. *Sharing Our Caring*, 1974, *4*:1, 8-11.

Shafto, F., & Sulzbacher, S. Treatment tactics with a hyperactive preschool child: Stimulant medication and programmed teacher intervention. *Journal of Applied Behavior Analysis*, 1975, in press.

OTHER PUBLICATIONS

Adams, G., Gentry, N.D., & Seidelman, J. The deceleration of seriously disruptive and destructive social behaviors. Unpublished manuscript, Experimental Education Unit, Child Development and Mental Retardation Center, University of Washington, 1975.

Beck, R. Health guidelines for parents and teachers. Unpublished paper, Experimental Education Unit, Child Development and Mental Retardation Center, University of Washington, 1975.

Christensen, S. The effects of self-marking on an inappropriate classroom behavior. Working paper #45, Experimental Education Unit, Child Development and Mental Retardation Center, University of Washington, 1975.

Dmitriev, V. Handbook: Behavior modification for deviant children. Unpublished manuscript, Experimental Education Unit, Child Development and Mental Retardation Center, University of Washington, 1970.

Dmitriev, V., Nail, G., & Harris, F. Early intervention with a Down's syndrome infant. Presentation at the Tenth Annual Research Meeting, co-sponsored by the Department of Institutions, Division of Research, State of Washington School of Medicine, Department of Psychology, Seattle, Washington, 1970.

Dmitriev, V., Francis, A., & Morton, W. Academic programming for severely retarded children: Pilot project. Unpublished manuscript, Experimental Education Unit, Child Development and Mental Retardation Center, University of Washington, 1973.

Dmitriev, V. Down's syndrome performance inventory and manual. Unpublished manual, Experimental Education Unit, Child Development and Mental Retardation Center, University of Washington, 1975.

Edgar, E.B. Bibliography: Early childhood education for the handicapped. The American Association for the Education of the Severely/Profoundly Handicapped, Seattle, Washington: Experimental Education Unit, Child Development and Mental Retardation Center, University of Washington, 1975.

Edgar, E.B., Maser, J.T., & Haring, N.G. The clothes fastening program. Experimental Education Unit, Child Development and Mental Retardation Center, University of Washington, 1975.

Final Report: The 1974 northwest regional summer workshop for deaf/blind children. J. Sweetser, Northwest Regional Center for Deaf/Blind Children; D. Duncan, 1974 Workshop Coordinator; N.G. Haring & A.H. Hayden, Experimental Education Unit; and G. LaVeck & V. Holm, Clinical Training Unit, Child Development and Mental Retardation Center, University of Washington, Summer, 1974.

PARENT TAPE TRAINING PROGRAM-OUTREACH PROJECT

The Parent Tape Training Program is funded by the Bureau of Education for the Handicapped under the Handicapped Children's Early Education Assistance Act. Headquarters for the program are at the Coastal Center in Ladson, South Carolina. Children are referred to the program by the Vince Moseley Diagnostic and Evaluation Clinic, the Down's Syndrome Project of the Coastal Center, pediatricians and public health workers.

This funding has enabled the Parent Tape Training Program to develop a home-based training model. A comprehensive-diagnostic-prescriptive curriculum for teaching language, self-help, social, motor and visual perception skills is the result.

The Parent Tape Training Program uses tapes, supplemental materials and visits from trained personnel to serve the educational and social needs of the developmentally delayed preschooler. But the key factor of the program is the person who teaches the child daily . . . the parent.

But the parent isn't expected to stand up suddenly and instruct! The home visitor provides the parent with teaching materials, helps the parent understand the weekly and long-range goals for the child and gives the parent the knowledge and confidence to succeed as a teacher.

The parent also gains encouragement and support from group meetings with parents of other children in the program, an important aspect of the program's emphasis on give-and-take.

Now the program has expanded. Ten children have been added to the initial 30 served. These 10 children live in the 13 county Pee Dee area of South Carolina and are served by a satellite home visitor.

This home visitor reports to headquarters once a week for consultation and preparation for the following week. The satellite aspect of the Parent Tape Training Program illustrates the versatility of the concept.

But the work of the staff of the Parent Tape Training Program doesn't end with the 40 preschoolers actively involved in the program. Staff members serve as consultants to day care centers, Head Start programs and agencies of the South Carolina Department of Mental Retardation.

Workshops offered by the program provide instruction in language development, handicapping conditions and the implementation of curricula developed in the Parent Tape Training Program.

PROGRAM SUMMARY

Name: Parent Tape Training Program Outreach Project (PTTP)

Director: Mary D. Laney

Mailing Address: Coastal Center - Jamison Road
Ladson, South Carolina 29456

Phone Number: 803/873-5750
Ext. 371

Administrative Agency: South Carolina Department of Mental Retardation

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)		4				4
Retarded (Sev)	5	10				15
Sev. Emot. Dist.						
Mult. Handicapped	1	8				9
Other (indicate specific handicap						
TOTAL	6	22				28

General population in service area: Rural (under 50,000) X
Urban (over 50,000) ____

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	1	100
Coordinators	1	100
Secretarial	1	100
Media Specialist	1	100
Professional		
Diagnosticians	1	100

PROGRAM RESOURCES
BY HANDICAPPING CONDITIONS

	HANDICAPPING CONDITIONS			
PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices	WZ	WZ		WZ
Diagnostic Procedures	WZ	WZ		WZ
Prescriptive Techniques	WZ	WZ		WZ
Child's Program Evaluation Procedure	W	WZ		WZ
In-Service Program				
Parent Services	Y	Y		Y
Mediated Presentations (Administrative	W	W		W
Mediated Presentations (Programmatic	Y	Y		Y
Books, Articles, and Publications	Y	Y		Y

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

IDENTIFICATION AND SCREENING PROCEDURES

This section reflects briefly this projects activities in the area of Identification and Screening. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 X Reading Skills
  B.4 X Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 X other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. ____ Interviews
  ____ Family
  ____ Medical
  ____ Educational
  ____ Health/Mental Health related Services
D. Team Approach: (Membership)

Early Childhood Specialist ____ ____
Speech Pathologist ____ ____
Physical Therapist ____ ____

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Laney Assessment of Language Development
B. Mecham Verbal Language Scale
C. Alpern Boll Developmental Profile
D. Learning Accomplishment Profile

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: Laney Assessment of Language Development

Program Content Area(s) *A,B,C,D,E,F

Price undetermined

General Objective Assessing language behaviors in preschoolers through step-by-step instruction.

Format 8 1/2 x 11 soft bound

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 38

Package Components undetermined at this time

How is this product specifically used in this particular component of your project? It is used in assessing language of pre-schoolers through step-by-step instruction.

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available ____________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
The Laney Assessment of Language Development is a test designed to assess language behaviors in pre-school children. Within levels, behaviors are grouped into receptive and expressive behaviors. Specific procedures are given for assessing each behavior. Expertise in language or in speech therapy is not essential for using the assessment.	Pre & post test data was received in administering this test to children enrolled in the program over the past four years.

This product may be ordered from:

*use descriptors in item 1, preceding page

DIAGNOSTIC PROCEDURES

This section reflects briefly this projects activities in the area of Diagnostic Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

_X_ A. Self Help
_X_ B. Communications
  B.1 _X_ Listening Skills
  B.2 _X_ Speaking Skills
  B.3 _X_ Reading Skills
  B.4 _X_ Writing Skills
_X_ C. Cognitive

_X_ D. Motor Development
  D.1 _X_ gross
  D.2 _X_ fine
  D.3 _X_ other
_X_ E. Emotional Development
  (intra personal)
_X_ F. Socialization
  (intra personal)

2. Method:

A. _X_ Anecdotal Reporting/Historical Research
B. _X_ Observation
C. _X_ Behavioral
D. ____ Interviews
  ____ Family
  ____ Medical
  ____ Educational
  ____ Health/Mental Health related Services
D. Team Approach: (Membership)

Early Childhood Specialist ____________ ____________

Speech Pathologist ____________ ____________

Physical Therapist ____________ ____________

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Language Curriculum for the Pre-schooler
B. Learning Accomplishment Profile

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: Language Curriculum for the Pre-schooler

Program Content Area(s) * A,B,C,D,E,F

Price undetermined

General Objective Language behaviors or activities are taught through step by step instruction.

Format soft bound 8 1/2 x 11

Person Implementing:

___ **Administrative**
X **Instructional**
___ **Para-professional**
___ **Consultant**
X **Ancillary Staff**
X Parents

Standardized: **Yes** ___ **No** X

No. of Pages 400

Package Components 4 books

How is this product specifically used in this particular component of your project? Detecting and teaching language behaviors absent in the pre-school child is the basic use for this curriculum.

Is this product currently available?
Yes ___ **No** X
(If no, please indicate date it will be available ______________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
The Language Curriculum is based on a series of audiotapes developed as part of the PTTP. As part of this program, speech therapists, teachers, or social workers visit the homes of retarded or handicapped children, bringing taped instruction for activities and techniques designed to facilitate the children's language development. The tapes are loaned to the parents so that they can work with their children on a daily basis.	

This product may be ordered from:

***use descriptors in item 1, preceding page**

PRESCRIPTIVE PROCEDURES

This section reflects briefly this projects activities in the area of Prescriptive Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 X Reading Skills
  B.4 X Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 X other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. ____ Interviews
  ____ Family
  ____ Medical
  ____ Educational
  ____ Health/Mental Health related Services

D. Team Approach: (Membership)

Early Childhood Specialist

Speech Pathologist

Physical Therapist

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Language Curriculum for the Pre-schooler (for description of this product, refer to section on Identification and Screening Procedures).
B. Learning Accomplishment Profile

CHILD PROGRESS EVALUATION

This section reflects briefly this projects activities in the area of Child Progress Evaluation. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

    _X_ A. Self Help
    _X_ B. Communications
    B.1 _X_ Listening Skills
    B.2 _X_ Speaking Skills
    B.3 _X_ Reading Skills
    B.4 _X_ Writing Skills
    _X_ C. Cognitive

    _X_ D. Motor Development
    D.1 _X_ gross
    D.2 _X_ fine
    D.3 _X_ other
    _X_ E. Emotional Development (intra personal)
    _X_ F. Socialization (intra personal)

2. Method:

    A. _X_ Anecdotal Reporting/Historical Research
    B. _X_ Observation
    C. _X_ Behavioral
    D. ____ Interviews
    ____ Family
    ____ Medical
    ____ Educational
    ____ Health/Mental Health related Services
    D. Team Approach: (Membership)

    Educational Specialist ________ ________
    Speech Pathologist ________ ________
    Physical Therapist ________ ________

3. Format:

    The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

    A. Laney Assessment of Language Development - (for description of this product, refer to section on Identification and Screening Procedures.)
    B. Language Accomplishment Profile
    C. Mecham Verbal Language Development Scale
    D. Alpern Boll Developmental Profile

PARENT TRAINING INSTITUTE

The primary objective of the Parent Training Institute is to develop a model for delivering direct educational services to meet the developmental needs of developmentally delayed children in the communities, and specifically in homes. This is done by providing a family-oriented educational program for use in the home with parents acting as teachers.

The Parent Training Institute is funded by parents from the Department of Health, Education, and Welfare under P.L. 19-230, the Handicapped Children's Early Education Assistance Act, and under Section 4 (a) (1) of the Vocational Rehabilitation Act. It is based at Western Carolina Center in Morganton, a regional residential facility for the mentally retarded serving 32 counties in the Western portion of North Carolina. The Parent Training Institute is an attempt to establish a model for providing early educational intervention in the home for developmentally delayed children. If the model is successful, it will become self-sustaining and will be reproduced to provide needed educational services to a large number of developmentally delayed children who now have limited or no resources.

The specific objectives of the project are:

- To develop small parent groups or "mini-communities" consisting of from three to five families each.
- To instruct these clusters of families in the techniques and procedures of behavior modification and behavior management.
- To guide and assist participating parents in the selection of appropriate behaviors that will be taught to each individual child.
- To develop a core curriculum focusing on early language development, supplemented by self help and social skills as required by the individual child.
- To emphasize development of appropriate behaviors,

rather than to just decelerate inappropriate behavior.

- To insure a continuity of project effort through developing mini-community autonomy and independence.

- To teach parents to be teachers of other parents.

The project focuses on children classified as moderately and severely developmentally delayed who are living in their homes. Children from birth to eight will be eligible for participation, although emphasis will be on those under age six.

Parent Trainers, trained at Western Carolina Center and based with local community agencies, will work with the parents, teaching them to teach their own children using a prescribed curriculum for each child. Under the leadership of the Parent Trainer, a group of three to five sets of parents will form a "mini-community". The Parent Trainers will instruct the group in the techniques and procedures of behavior modification and management. The trainer will help parents develop a curriculum for each child, will teach them how to apply the curriculum and will follow up programs in the home. Parents in the project will learn to teach other parents. thus insuring the continuation of the program.

PROGRAM SUMMARY

Name: Parent Training Institute

Director: Clarita King

Mailing Address: Western Carolina Center
Morgantown, North Carolina 28655

Phone Number: 704/433-2660

Administrative Agency: Western Carolina Center

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)						
Retarded (Sev)	3	24	25			52
Sev. Emot. Dist.	1	7	7			15
Mult. Handicapped	1		3			4
Other (indicate specific handicap						
TOTAL	5	31	35			71

General population in service area: Rural (under 50,000) x
Urban (over 50,000) x

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	1	100
Secretarial	1	100
Professional		
Teachers	5	100

PROGRAM RESOURCES
BY HANDICAPPING CONDITIONS

	HANDICAPPING CONDITIONS			
PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices				
Diagnostic Procedures	Z	Z	Z	Z
Prescriptive Techniques	Z	Z	Z	Z
Child's Program Evaluation Procedure	Z	Z	Z	Z
In-Service Program	W	W	W	W
Parent Services	Y	Y	Y	Y
Mediated Presentations (Administrative				
Mediated Presentations (Programmatic				
Books, Articles, and Publications	Y	Y	Y	Y

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

PRESCRIPTIVE PROCEDURES

This section reflects briefly this projects activities in the area of Prescriptive Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

_X_ A. Self Help
_X_ B. Communications
    B.1 _X_ Listening Skills
    B.2 _X_ Speaking Skills
    B.3 _X_ Reading Skills
    B.4 _X_ Writing Skills
_X_ C. Cognitive

_X_ D. Motor Development
    D.1 _X_ gross
    D.2 _X_ fine
    D.3 ___ other
___ E. Emotional Development (intra personal)
___ F. Socialization (intra personal)

2. Method:

A. ___ Anecdotal Reporting/Historical Research
B. ___ Observation
C. _X_ Behavioral
D. _X_ Interviews
    _X_ Family
    ___ Medical
    ___ Educational
    ___ Health/Mental Health related Services

D. Team Approach: (Membership)

Parent Trainer   Parents   ___

Additional Professionals and Service Agencies are used when appropriate

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

The Teaching Research Curriculum for Moderately and Severely Handicapped

CHILD PROGRESS EVALUATION

This section reflects briefly this projects activities in the area of Child Progress Evaluation. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 ____ Listening Skills
  B.2 ____ Speaking Skills
  B.3 ____ Reading Skills
  B.4 ____ Writing Skills
X C. Cognitive

____ D. Motor Development
  D.1 ____ gross
  D.2 ____ fine
  D.3 ____ other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. ____ Observation
C. ____ Behavioral
D. X Interviews
  X Family
  ____ Medical
  ____ Educational
  ____ Health/Mental Health related Services

D. Team Approach: (Membership)

Parent Trainer   Parents

Additional professionals and service agencies are used when appropriate

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Adaptive Behavior Scale - Administered to parents on a periodic basis prior to project participation and on a regular basis thereafter.

IN-SERVICE PROGRAMS

Type: Workshop X Demonstration ____ Lecture ____

Other (specify) ____

Title of Workshop, Demonstration, etc. Parent Training - A Group Model

Target Population:* 1,7,8,9

Is this a mediated presentation? Yes X No ___

If yes, what media is used: Slide tape, video tape, overhead projector

General Objectives: To provide knowledge, simulated experiences and resources for implementation of parent training activities in a group situation.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?		X
Is evaluation available? A. Program		X
B. Participant		X
Is it published?		X
Is program open to outside participation?	as resources permit	
Is end product available to be presented outside this agency?		X

---

*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

BOOKS, ARTICLE, PUBLICATIONS
(CENTER/PROGRAM DEVELOPED)

Books: King, Clarita A. (ed.) Group Activity Plans for Training Parents of Handicapped Children. Morganton, North Carolina: Western Carolina Center, Papers and Reports, 1975.

PORTAGE PROJECT

The Portage Project is a home teaching program serving handicapped pre-school children in a rural setting. Utilizing the Portage Home Teaching Model, the program provides individualized, accountable data base services to children and their families, with the parents serving as the child's primary teacher. A home teacher visits each child for 1-1/2 hours once a week with each teacher serving between 12 to 15 children and families. Based on the child's present behavior, 3 to 4 appropriate teaching tasks in 5 developmental areas are targeted each week. Each task is written on an activity chart. Baseline data is taken in each activity to determine its appropriateness and the child's initial performance level. The home teacher demonstrates for the parent how to teach and record each activity. Then the parent models the teaching procedure, with the home teacher commenting and reinforcing the parent. The parent and home teacher review each activity and recording procedure to answer any questions. The parent serves as the child's teacher for the remaining week. On the next home visit, the home teacher records post baseline data on each activity for the previous week. This feedback provides an evaluation of the child's performance as well as providing a basis for curricula modification.

Based on a 9-1/2 month school year, the cost per child is approximately $800. Project evaluation of child gain found children with a mean IQ of 75 made a 15 month gain in an 8 month period as measured by the Cattell Infant Test and the Stanford-Binet Intelligence Test.

Another study has shown that greater gains are made in the mental age and language, academic and social skills by children in the Portage Project has provided training and technical assistance to programs interested in home based services to children. Approximately 30 sites have replicated the Portage model throughout the United States in both urban and rural areas, serving both normal and handicapped children.

In November 1975, the Portage model was unanimously validated by the joint dissemination review panel of the United States Office of Education for national dissemination and replication.

Portage Project intensive training ranges from 3 to 5 days covering identification, referral, behavioral assessment, curriculum planning, precision teaching, behavioral management, the Portage home teaching process and observation of a home visit. The following options are available to programs seeking or requesting training or technical assistance: 1. on site intensive training which includes a needs assessment visit, the development of a training and technical assistance follow up, visits and consultation; 2. intensive training in the Portage model and observation of a home visit in either a. Portage, Wisconsin (Rural Program for Severely Handicapped Pre-schoolers) or b. the Milwaukee, Wisconsin model (an urban Head Start replication project serving normal pre-schoolers); 3. administrative consultation in the development and implementation of a home based delivery system; 4. overview of the Portage model for workshop or conference presentation. This training and technical assistance is individualized to meet the needs of a variety of agencies some of which might include public schools, day care programs, Head Start programs, residential institutions, state departments of education, technical schools, colleges, universities and medical facilities.

PROGRAM SUMMARY

Name: Portage Project

Director: David E. Shearer

Mailing Address: 412 E. Slifer Street
Portage, Wisconsin 53901

Phone Number: 608/742-5342

Administrative Agency: Cooperative Educational Service Agency 12

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)	0	6	2			8
Retarded (Sev)	2	68	3			73
Sev. Emot. Dist.	0	1	0			1
Mult. Handicapped	0	9	4			13
Other (indicate specific handicap						
Deaf	0	1	0			1
Blind	0	1	1		1	3
Language		62	3			65
TOTAL	2	148	13		1	164

General population in service area: Rural (under 50,000) X
Urban (over 50,000) ____

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	1	100
Secretarial	1	100
Professional		
Teachers	3	100
Speech & Language Clinicians	2	100

PROGRAM STAFF CONT.

Title	Number of Program Staff per Position	% of Time
Para-Professional		
Teacher's Aides	9	8 @ 100; 1 @ 50

PROGRAM RESOURCES
BY HANDICAPPING CONDITIONS

	HANDICAPPING CONDITIONS			
PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices	ZY	ZY	ZY	ZY
Diagnostic Procedures	ZY	ZY	ZY	ZY
Prescriptive Techniques	Y	Y	Y	Y
Child's Program Evaluation Procedure	Y	Y	Y	Y
In-Service Program	Y	Y	Y	Y
Parent Services	Y	Y	Y	Y
Mediated Presentations (Administrative				
Mediated Presentations (Programmatic	W	W	W	W
Books, Articles, and Publications	Y	Y	Y	Y

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

IDENTIFICATION AND SCREENING PROCEDURES

This section reflects briefly this projects activities in the area of Identification and Screening. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
B.1 X Listening Skills
B.2 X Speaking Skills
B.3 ____ Reading Skills
B.4 ____ Writing Skills
X C. Cognitive

X D. Motor Development
D.1 X gross
D.2 X fine
D.3 ____ other
____ E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
X Family
X Medical
X Educational
X Health/Mental Health related Services
D. Team Approach: (Membership)

Each school district develops a multi-disciplinary team to determine exceptional educational needs of each child referred. One member of that team is experienced in early childhood education and the specific handicapping condition of the referred child. Appropriate placement is determined through this team approach.

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Checklist from the Portage Guide to Early Education
B. Alpern-Boll Developmental Profile

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: The Portage Guide to Early Education (checklist and curriculum cards)

Program Content Area(s) *A,B,C,D,F

Price $21.00

General Objective Identify child's present level of behavior in five areas of development - pinpoints specifically behaviors child already exhibits.

Format 10 checklists
1 deck of cards

Person Implementing:

___ Administrative
X Instructional
X Para-professional
X Consultant
X Ancillary Staff

Standardized: Yes ___ No X

No. of Pages checklist - 29
cards - 420

Package Components
10 checklists
1 deck of cards

How is this product specifically used in this particular component of your project? The checklist from the Portage Guide to Early Education is used to aid in identification and for curriculum assessment and planning by the Project's teaching staff. The material aids staff in identifying areas of strength and weakness in each child.

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
					X		

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ____________)

Abstract	Evaluation
The Portage Guide is a developmentally sequenced series of behaviors from MA 0-5 which pinpoints skills the child already exhibits and targets emerging skills the child is ready to learn next. The deck of cards consists of suggestions on how to teach each of the 420 behaviors listed on the checklist.	Approx. 38,000 checklists have been purchased within the past 6 mths. An eval. form was sent at random to users of the materials requesting input prior to revision. The items are gross milestones "broken" into smaller sequential steps useful in curr. planning. Programs using the materials include children with all kinds & degrees of handicapping conditions as well as normal children.

This product may be ordered from:

The Portage Project
412 East Slifer Street
Portage, Wisconsin 53901

*use descriptors in item 1, preceding page

DIAGNOSTIC PROCEDURES

This section reflects briefly this projects activities in the area of Diagnostic Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
    B.1 X Listening Skills
    B.2 X Speaking Skills
    B.3 ___ Reading Skills
    B.4 ___ Writing Skills
X C. Cognitive

X D. Motor Development
    D.1 X gross
    D.2 X fine
    D.3 ___ other
___ E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. ___ Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
    X Family
    X Medical
    X Educational
    X Health/Mental Health related Services
D. Team Approach: (Membership)

Each school district develops a multi-disciplinary team to determine exceptional educational needs of each child referred. One member of that team is experienced in early childhood education and the specific handicapping condition of the referred child. Appropriate placement is determined through this team approach.

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

The Portage Guide to Early Education (refer to the Product Information Form under the Identification and Screening Section for a description of this item).

PRESCRIPTIVE PROCEDURES

This section reflects briefly this projects activities in the area of Prescriptive Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
    B.1 X Listening Skills
    B.2 X Speaking Skills
    B.3 ____ Reading Skills
    B.4 ____ Writing Skills
X C. Cognitive
X D. Motor Development
    D.1 X gross
    D.2 X fine
    D.3 ____ other
____ E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
    X Family
    X Medical
    X Educational
    X Health/Mental Health related Services
D. Team Approach: (Membership)

Each school district develops a multi-disciplinary team to determine exceptional educational needs of each child referred. One member of that team is experienced in early childhood education and the specific handicapping condition of the referred child. Appropriate placement is determined through this team approach.

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Card Section from Portage Guide to Early Education

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED PRESCRIPTIVE PROCEDURES

Title of Product: The Portage Guide to Early Education (checklist and curriculum cards)

Program Content Area(s) *A,B,C,D,F

Price $21.00

General Objective Curriculum cards will serve as an aid to teachers in prescribing specific teaching techniques to be implemented weekly.

Format 10 checklists
1 deck of cards

Person Implementing:

___ Administrative
X Instructional
X Para-professional
X Consultant
X Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 420 cards

Package Components
10 checklists
1 deck of cards

How is this product specifically used in this particular component of your project? Once emerging skills have been targeted (based on the checklist) the card section is used by teachers to plan specific weekly prescriptions for each child.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available January, 1976)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
				X			

Abstract	Evaluation
The card section of the Portage Guide to Early Education is color coded and matches each of the behaviors on the checklist. The cards serve as the basis for developing specific weekly behavioral objectives and teaching techniques for each child.	During the past three years, approximately 10,000 card files have been purchased for use with children MA 0-5 years. See Identification and Screening form for additional information.

This product may be ordered from: The Portage Project
412 East Slifer Street
Portage, Wisconsin 53901

*use descriptors in item 1, preceding page

CHILD PROGRESS EVALUATION

This section reflects briefly this projects activities in the area of Child Progress Evaluation. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
    B.1 X Listening Skills
    B.2 X Speaking Skills
    B.3 ____ Reading Skills
    B.4 ____ Writing Skills
X C. Cognitive

X D. Motor Development
    D.1 X gross
    D.2 X fine
    D.3 ____ other
____ E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. ____ Observation
C. X Behavioral
D. ____ Interviews
    ____ Family
    ____ Medical
    ____ Educational
    ____ Health/Mental Health related Services

D. Team Approach: (Membership)

Teachers

Parents

Additional professionals are called in to assist with the progress evaluation if requested by the teacher.

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Portage Cumulative Behavioral Log
B. Portage Activity Chart
C. Alpern-Boll Developmental Profile

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
CHILD PROGRESS EVALUATION

Title of Product: Portage Cumulative Behavioral Log

Program Content Area(s) *A,B,C,D,F

Price no charge

General Objective To keep an ongoing record of the prescriptions written, achieved, the area of development and for staff monitoring.

Format 1 sheet of paper

Person Implementing:

X Administrative
X Instructional
X Para-professional
____ Consultant
____ Ancillary Staff

Standardized: Yes ____ No X

No. of Pages 1

Package Components ________

How is this product specifically used in this particular component of your project? To maintain an ongoing record of every prescription prescribed and achieved for every child served in the Project. Can also be used to monitor staff performance.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ________________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
The Portage Cumulative Log provides an ongoing system for maintaining data on each learning activity prescribed, length of time needed to achieve each prescription as well as the areas of development that are being stressed. This also provides information regarding staff performance.	The Portage Cumulative Log has been utilized by the staff for six years as well as by replication sites throughout the country.

This product may be ordered from:

The Portage Project
412 East Slifer
Portage, Wisconsin 53901

*use descriptors in item 1, preceding page

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
CHILD PROGRESS EVALUATION

Title of Product: Portage Activity Chart

Program Content Area(s) *A,B,C,D,F

Price no charge

General Objective To provide a form which states the weekly behavioral objective, techniques for teaching as well as a method for recording child performance on the objective.

Format (see package components)

Person Implementing:

___ Administrative
X Instructional
X Para-professional
X Consultant
X Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 1

Package Components
(1) Weekly Behavioral objective
(2) Graph
(3) Directions for teaching

How is this product specifically used in this particular component of your project? The home teacher is responsible for developing 3-4 activity sheets for each child/week. The specific behavioral goal is written as an objective, the home teacher records baseline performance on the activity prior to instruction. The parent records each day and one week later, at the beginning of the next home visit, the home teacher records post-baseline and evaluates the child's performance in relation to the behavioral objective.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
The Portage Activity Chart is a single sheet form with a place for specifying weekly behavioral objectives, a graph for recording baseline and post-baseline data, as well as for parental recording as they work with the child during the week. A place for writing teaching directions is also included in the activity chart.	This activity chart has been used by Portage home teachers for 6 years and by educators at replication sites throughout the country.

This product may be ordered from: The Portage Project
412 East Slifer
Portage, Wisconsin 53901

*use descriptors in item 1, page 280.

IN-SERVICE PROGRAMS

Type: Workshop X Demonstration X Lecture X

Other (specify) Technical Assistance to decision-makers as they develop and implement programs for preschool handicapped children

Title of Workshop, Demonstration, etc. The title and content varies according to the needs of the sponsoring agency. We can provide training in any or all aspects of the Portage model.

Target Population:* All listed below (1 through 12)

Is this a mediated presentation? Yes X No ___

If yes, what media is used: Video tape, slide tape, overhead projector

General Objectives: Generally, the following content in included: (1) overview of model; (2) rationale for home-based programming; (3) rationale for parent involvement; (4) identification and screening; (5) assessment (formal, informal, curriculum and ongoing; (6) use of the Portage Guide to Early Education; (7) curriculum planning; (8) behavioral objectives and task analysis; (9) writing activity charts and recording baseline and post-baseline; (10) how to work with parents; (11) the home teaching process; (12) recording and reporting procedures; (13) problem-solving at staff meetings.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?		X
A. Program	X	
Is evaluation available? B. Participant	X	
Is it published?		
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?	X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

PUBLIC AWARENESS

Public awareness is a critical part of this program and has been developed as follows:

The Portage Project presently serves approximately 165 children in a 3,600 square mile rural area of south-central Wisconsin. Children are accepted into the program who exhibit significantly delayed development in the areas of motor, self-help, social, language, or cognitive behavior, and who are between the ages of birth and six years. The program provides a home teacher who visits approximately fifteen children weekly and who teaches the parent how to teach the child; the parent then works with the child throughout the week.

The project was originally developed and implemented through BEH funding, Title VIC and was one of the initial model programs funded through the First Chance Network. The project is now totally funded with state and local money.

BEH has continued to provide funds to the Portage Project to function as a catalyst in working with state and regional decision-makers as they develop and implement programs for preschool handicapped children. Thus, making these people aware that we can provide this service is critical in meeting the BEH mandate: That all the nation's preschool handicapped children will be receiving appropriate service by 1980. A major objective then becomes providing intensive training to pilot programs using the Portage Model with the hope that these collaboration sites can then provide the training and catalytic function within their region.

The Bureau of the Education for the Handicapped has supported the Project's efforts to disseminate the Portage Model to approximately 35 other agencies to demonstrate that the model is viable irrespective of urban/rural areas, administrative structure, or type of child served.

Public awareness and dissemination is accomplished by the publication of articles and materials, appearances at local, regional and national conferences and conventions, letters sent to state decision-makers offering technical assistance, and on-site training. The most valuable disseminators have proved to be: (1) parents who have been served by the program and are now advocates for similar programs; and (2) individuals serving Portage-developed materials who have obviously "spread the word". Materials have never been commercially advertised, yet 10,000 sets of curriculum cards and about 100,000 checklists have been purchased since 1972.

BOOKS, ARTICLES, PUBLICATIONS
(CENTER/PROGRAM DEVELOPED)

Books: *The Portage Guide to Home Teaching*, (Weber, et al) Cooperative Educational Service Agency 12, Portage, Wisconsin, 1975

Articles: Hilliard, J. "Parental Modification of Communication and Academic Behaviors of Preschool Handicapped Children". Masters thesis, University of Wisconsin, 1972.

Penniston, E. "An Evaluation of the Portage Project", Cooperative Educational Service Agency, Portage, Wisconsin, 1972.

Shearer, M.S. "An Educational Model: Modifying the Behavior of Preschool Handicapped Children by Their Parents". Masters thesis, University of Wisconsin, 1972.

Publications: The Portage Guide to Early Education, (Shearer, et al) (curriculum) Cooperative Educational Service Agency, Portage, Wisconsin, 1975.

Boyd, R. and Boyd, E. "Parent Intervention in the Education of Preschool Handicapped Children". Deficience Mentale/Mental Retardation, Vol. 24, No. 3, Canadian Association for the Mentally Retarded, 1974.

Schortinghuis, N. "Portage Project Evaluation", *Cycles*, University of North Carolina, Chapel Hill, North Carolina, 1975.

Schortinghuis, N. and Frohman, A. "A comparison of Para-professional and Professional Success with Preschool Children". *Journal of Learning Disabilities*, April 1974.

Shearer, D.E. and Shearer, M.S. "The Portage Project", paper presented at Conference on Early Intervention for High Risk Infants and Young Children. Chapel Hill, North Carolina, May, 1974.

Shearer, M.S. "A Home-Based Parent Training Model". *Training Parents to Teach*: *Four Models*. (Grim, J., ed.) University of North Carolina, Chapel Hill, North Carolina, 1974.

Shearer, M.S. and Shearer, D.E. "The Portage Project: A Model for Early Childhood Education". *Exceptional Children*, 36, Pg. 217, 1972.

Shearer, M.S. and Shearer, D.E. "Parent Involvement in Early Childhood Education Programs for the Handicapped". Chapter IX - Handbook on Early Childhood Education, CEC, (in press).

PRECISE EARLY EDUCATION OF CHILDREN WITH HANDICAPS

(PEECH)

The primary goal of this project is to demonstrate procedures for developing and implementing an early education program for preschool multiply handicapped children and to disseminate these procedures to practitioners in the field.

At the time of their selection, PEECH children range in age from three to five years of age. They are drawn from all socio-economic levels and have several handicapping conditions: hearing and visual impairments, language and speech difficulties, behavioral and affective disorders, suspected learning disabilities, neurological impairment, and motor difficulties. In addition, they are functioning in the mentally handicapped range. These are the children typically excluded or dropped from most preschool programs, such as community preschools and day care centers. Also integrated into the PEECH population are children who are functioning in the normal range.

Precision planning and individualization are heavily emphasized in this program. Behavioral objectives are written for each child in the cognitive areas as well as in the areas of affective behaviors, self help, and psycho-motor skills. Teaching strategies are described in behavioral terms and the organization of materials follows a step by step progression for their use in achieving the objectives. The services of speech and language therapists are also utilized.

The PEECH parent program encompasses a wide range of parent involvement. Parent activities include large and small group meetings, home visits, direct training of parents to teach their child at home using demonstrations and specific lesson plans, individual conferences, classroom observation, parent involvement in the classroom, field trips with the children, field trips with parent groups to see other programs, and publication of a parent newsletter. There is also a lending library specifically for the parents as well as a cassette tape library, both of which serve to convey information useful to parents of handicapped children.

At the beginning of the program, considerable emphasis was placed on demonstration as the means of disseminating information, on the assumption that individuals who observed useful practices would adopt them. Early in the program, members of the PEECH staff recognized the need to engage in a broad range of activities rather than just demonstration. As a result, a model was adopted that included reaching out to contact future implementors, bringing them to the center, demonstrating the program, and providing help with implementing the components of the program in the field. Presently, the dissemination efforts are structured on a model (APTS) focusing on the four major functions of the PEECH outreach plan:

1) creating an awareness in an agency
2) helping the agency plan for the implementation of a program
3) training the staff to implement the program
4) providing continuing consultative support as the program is being implemented.

The dissemination component transmits information about the PEECH Project into the field and assists others in program implementation. Visitors from throughout the state of Illinois as well as the nation come to observe presentations of classroom and administrative procedures. Staff members also conduct workshops and work with other programs to train personnel to work with preschool handicapped children. Regional workshops are held to promote cooperation and communication among the programs around the state of Illinois.

The PEECH Project is closely evaluated in each of six component areas: administration, parent program, classroom activities, in-service training, dissemination, and evaluation. Evaluation is viewed as a positive activity essential to decision making. It is the process of providing information about project progress as needed. The evaluation process defines the program's intentions, progress being made toward the achievement of goals, and outcomes expected from the completed project. Information gathered by the evaluators facilitates the transfer of the model to other sites.

PROGRAM SUMMARY

Name:	Precise Early Education of Children with Handicaps (PEECH)
Director:	Merle B. Karnes
Mailing Address:	403 East Healey Colonel Wolfe School Champaign, Illinois 61820
Phone Number:	217/333-4890
Administrative Agency:	University of Illinois

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)						
Retarded (Sev)						
Sev. Emot. Dist.						
Mult. Handicapped		65				65
Other (indicate specific handicap						
TOTAL		65				65

General population in service area: Rural (under 50,000) x
Urban (over 50,000) ____

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	1	25
Asst. Directors	1	100
Secretarial	1-1/2	150
Professional		
Teachers	8	100
Psychologists	2	100
Social Worker	1	100
Occupational Therapist	1	100
Speech and Language Therapists	2	100

PROGRAM STAFF CONT.

Title	Number of Program Staff per Position	% of Time
Para-Professional		
Teacher's Aides	8	100

PROGRAM RESOURCES
BY HANDICAPPING CONDITIONS

	HANDICAPPING CONDITIONS			
PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices	Z	Z	Z	Z
Diagnostic Procedures	W		W	W
Prescriptive Techniques	X		X	X
Child's Program Evaluation Procedure	X		X	X
In-Service Program			X	X
Parent Services	Y		Y	Y
Mediated Presentations (Administrative				
Mediated Presentations (Programmatic			X	X
Books, Articles, and Publications	Y		Y	Y

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

IDENTIFICATION AND SCREENING PROCEDURES

This section reflects briefly this projects activities in the area of Identification and Screening. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

____ A. Self Help
__x__ B. Communications
  B.1 ____ Listening Skills
  B.2 ____ Speaking Skills
  B.3 ____ Reading Skills
  B.4 ____ Writing Skills
__x__ C. Cognitive

__x__ D. Motor Development
  D.1 __x__ gross
  D.2 __x__ fine
  D.3 ____ other
__x__ E. Emotional Development (intra personal)
__x__ F. Socialization (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. __x__ Observation
C. __x__ Behavioral
D. __x__ Interviews
  __x__ Family
  __x__ Medical
  __x__ Educational
  ____ Health/Mental Health related Services

D. Team Approach: (Membership)

Para-Professionals	Speech Therapist	
Psychologists		
Social Workers		

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Comprehensive Identification Process (CIP)

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: Comprehensive Identification Process (C.I.P.)

Program Content Area(s) * 1B,1C,1D,1E,1F,2B,2C,2D

Price $ 54.50

General Objective To screen all 2-1/2 to 5-1/2 year old children

Format KIT

Person Implementing:

x Administrative
Instructional
x Para-professional
Consultant
Ancillary Staff

Standardized: Yes X No

No. of Pages Not applicable

Package Components Administrator's manual, interviewer's manual, 4 forms for assessment symbol booklet, screening booklet, blocks, crayons, beads, carrying case.

How is this product specifically used in this particular component of your project? Used as the basis for the entire screening process.

Is this product currently available?
Yes x No
(If no, please indicate date it will be available)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
							x

Abstract	Evaluation
The C.I.P. is an integrated screening program for identifying children 2-1/2 to 5 1/2 years of age who may need special medical, psychological, or educational assistance. Screening can be done at the home and provides suggestions for structuring the screening of culturally different or bilingual children.	

This product may be ordered from:

Scholastic Testing Service
480 Meyer Road
Bensenville, Illinois 61820

*use descriptors in item 1, preceding page

DIAGNOSTIC PROCEDURES

This section reflects briefly this projects activities in the area of Diagnostic Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

x A. Self Help
x B. Communications
    B.1 x Listening Skills
    B.2 x Speaking Skills
    B.3 ____ Reading Skills
    B.4 x Writing Skills
x C. Cognitive
x D. Motor Development
    D.1 x gross
    D.2 x fine
    D.3 x other
x E. Emotional Development (intra personal)
x F. Socialization (intra personal)

2. Method:

A. x Anecdotal Reporting/Historical Research
B. x Observation
C. ____ Behavioral
D. x Interviews
    x Family
    x Medical
    x Educational
    x Health/Mental Health related Services

D. Team Approach: (Membership)

Psychologist
Occupational Therapist
Social Worker
Teacher
Speech Therapist

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Developmental Guidelines
B. Goldman-Fristoe Test of Articulation
C. Peabody Picture Vocabulary Test
D. Carrow Test of Language Comprehension
E. Mocham Verbal Language Developmental Scale
F. Developmental Test of Visual-Motor Integration
G. Stanford-Binet Intelligence Scale (Revised 1972 Norms Edition)

Format (cont'd)

H. Merrill-Palmer Scale of Mental Tests
I. Gesell Developmental Schedules
J. Southern California Sensory Integration Tests
K. Developmental Test of Visual-Motor Integration
L. Language Sample scored for:
  a) Mean length response
  b) Mean of five longest sentences
  c) Mean length utterance
  d) Developmental Sentence Score
  e) Developmental Sentence Type

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: Developmental Guidelines

Program Content Area(s) * All areas under # 1

Price Undetermined

General Objective To enable teachers to determine a child's level of functioning so an individualized program can be developed.

Format Manual and cards

Person Implementing:

- ___ Administrative
- x Instructional
- ___ Para-professional
- ___ Consultant
- ___ Ancillary Staff

Standardized: Yes ___ No x

No. of Pages 150 cards

Package Components Teacher's manual and 150 cards

How is this product specifically used in this particular component of your project? The guidelines are used as a systematic classroom observation assessment and programming device.

Is this product currently available?
Yes ___ No ___
(If no, please indicate date it will be available Spring, 1976 **)**

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
			x				

Abstract	Evaluation
Specific diagnostic skills are written on 150 cards. The skills are developmental and broken down from simple to complex activities. The cards are set up according to areas of the day: arrival, freeplay, math structure, language structure, fine motor, gross motor, and departure. Some skills can be observed without setting up activities but all math, language, gross motor and fine motor skills have diagnostic activities written for each skill. The cards have all the children's names on them and the skills are marked after the activity is completed.	

This product may be ordered from:

***use descriptors in item 1,** page 293.

PRESCRIPTIVE PROCEDURES

This section reflects briefly this projects activities in the area of Prescriptive Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

___ A. Self Help
x B. Communications
    B.1 x Listening Skills
    B.2 x Speaking Skills
    B.3 ___ Reading Skills
    B.4 ___ Writing Skills
x C. Cognitive

x D. Motor Development
    D.1 x gross
    D.2 x fine
    D.3 x other (neuromotor)
___ E. Emotional Development (intra personal)
x F. Socialization (intra personal)

2. Method:

A. x Anecdotal Reporting/Historical Research
B. x Observation
C. ___ Behavioral
D. x Interviews
    x Family
    x Medical
    x Educational
    x Health/Mental Health related Services
D. Team Approach: (Membership)

Classroom Staff	Speech/Language Therapists	
Teachers		
Occupational Therapist		

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Goldman-Fristoe Test of Articulation

B. Language Sample Scored for:
    1. mean length of response
    2. mean of five longest sentences
    3. mean length of utterance
    4. developmental sentence score
    5. developmental sentence type

CHILD PROGRESS EVALUATION

This section reflects briefly this projects activities in the area of Child Progress Evaluation. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

x A. Self Help
x B. Communications
    B.1 ____ Listening Skills
    B.2 ____ Speaking Skills
    B.3 ____ Reading Skills
    B.4 ____ Writing Skills
x C. Cognitive

x D. Motor Development
    D.1 x gross
    D.2 x fine
    D.3 ____ other
x E. Emotional Development
    (intra personal)
x F. Socialization
    (intra personal)

2. Method:

A. x Anecdotal Reporting/Historical Research
B. x Observation
C. x Behavioral
D. x Interviews
    x Family
    x Medical
    x Educational
    x Health/Mental Health related Services
D. Team Approach: (Membership)

Psychologist	Teachers	
Social Worker	Occupational Therapist	
Speech Therapist		

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Child Progress Form

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
CHILD PROGRESS EVALUATION

Title of Product: Child Progress Form

Program Content Area(s) * All areas under #1

Price Not available

General Objective To enable teachers to develop an individualized program for each child and to develop an ongoing record keeping system.

Format Typed pages

Person Implementing:

Administrative
x Instructional
Para-professional
Consultant
Ancillary Staff

Standardized: Yes ___ No x

No. of Pages 2

Package Components Not applicable

How is this product specifically used in this particular component of your project?

Information from diagnostics are grouped under strengths and weaknesses. Conclusions are drawn and priorities are set up. Goals and objectives are written for the established priorities and then evaluations are written based on the obtainment of the established goals and objectives.

Is this product currently available?
Yes ___ No x
(If no, please indicate date it will be available ____________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
					x		

Abstract	Evaluation
This is a two page form on which areas of concern are listed. For each area to be evaluated one can list strength, weaknesses prioritized goals, objectives and planned actions for accomplishing the goals. The last space is the evaluation column where a child's performance on the stated goal can be made.	Presently being field tested by ten teachers at the Colonel Wolfe School.

This product may be ordered from:

*use descriptors in item 1, preceding page

IN-SERVICE PROGRAMS

Type: Workshop x Demonstration x Lecture x

Other (specify) ______

Title of Workshop, Demonstration, etc. See following pages for the description of workshop activities.

Target Population:* 1 through 12

Is this a mediated presentation? Yes ___ No ___ See following pages

If yes, what media is used: ______

General Objectives: To provide information and training for staff and persons involved with preschool children throughout the country. Emphasis is placed on components of the PEECH model (e.g., parent program, screening and identification, use of GOAL kits, etc.)

	Yes	No
Is specific information of workshop, etc. applicable to this project only?		x
Is evaluation available? A. Program		x
Is evaluation available? B. Participant	x	
Is it published?	x	
Is program open to outside participation?	x	
Is end product available to be presented outside this agency?	x	

---

*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

Workshop Activities	Description
PEECH Project Awareness	General overview of the components of the PEECH Project Reprints available
Joint Early Education Program for Children With Handicaps (JEEPH) Program Awareness	General overview of the components of the JEEPH Program Reprints available
Screening and Identification	Specific background and description of how to organize and implement a thorough Identification Process Screening Packet available.
Developmental Guidelines	Description of how to use developmental guidelines as a possible source for the selection of appropriate learning activities for individualized instruction.
Para-professional Training	A training activity for teachers so they may train para-professionals to play a highly effective role in the classroom.
Intra-Inter Individual Differences	Description of how children vary in abilities both in relationship to other children and within tehmselves.
Behavioral Objectives	A training activity in identifying and writing behavioral objectives for lesson plans.
Task Analysis	Training activity in breaking down tasks (skills and concepts) into their component steps. These steps can then be used for the development of behavioral objectives and lesson plans.
Goal Analysis	Training activity breaking down goals into tasks.
I.T.P.A.	A description of the communication abilities represented in the I.T.P.A. Slide-tape presentation. Reprints available. A description of how the I.T.P.A. can be used to select behavioral objectives from the different communication abilities. Reprints available.

Workshop Activities	Description
	A description of how to analyze inter and intra individual differences in the I.T.P.A. communication abilities. Reprints available.
	A training activity for writing lesson plans in each of the subskill areas of the I.T.P.A.
Goal Math and Goal Language	A description of the Karnes Goal Curriculum published by Milton Bradley. The curriculum is suitable for children ages 3 through 5 in day care, Head Start and regular nursery schools and Kindergartens. The materials can be adapted for moderately handicapped preschool children.
Record Keeping	Training activity for keeping anecdotal records and checklists on individual progress. Formats available.
Parent Program	General description of the parent program component of the PEECH Project. Slide-tape presentation. Reprints available.
	Training activity on interviewing, helping parents solve problems, and working with parents at school and at home.
	Description of our philosophy, parent meetings, setting up library system, record keeping and evaluation of parent program.
Learning Playground	Description of the playground and how it facilitates motor, social, cognitive and language development. Slide-tape presentations. Reprints available.
Gross Motor	Video-Tapes of a gross-motor session conducted by Dr. Seefeldt of Michigan State Univ. Also a video-tape showing 2 children at different stages of gross motor development. Reprints available.
RAPYD-British Infant	Description of an open classroom for gifted preschool children. Slide-tape presentation. Reprints available.
RAPYD-Guilford	Description of a classroom for gifted children based on the Guilford Structure of the intellect. Slide tape presentation.

PUBLIC AWARENESS

Public awareness is a critical part of this program and has been developed as follows:

The PEECH Project's approach to dissemination is multiple, ranging from making individuals aware of the need for a program to planning with them, teach them an approach, and finally supporting them as they develop independence to provide their own program.

The initial stage, public awareness, includes a number of procedures. Among them are telephone contacts, letters, distribution of printed materials, site visits, personal conferences, workshops, and presentations to professional organizations. These activities, as well as other dissemination services, are an essential component of the PEECH Approach. (See the attached description of the program, please).

BOOKS, ARTICLES, PUBLICATIONS
(CENTER/PROGRAM DEVELOPED)

CLASSROOM

Suggested Time Allotments For An Early Learning Program ... a carefully devised schedule for a half or full day structured classroom program.

Basic and Recommended Needs For A Classroom of Ten Multiply Handicapped Preschool Children ... staff, materials, space provisions, furnishings and equipment are included.

Materials for Preschool Classrooms ... suggested materials for use in Gross Motor, Fine Motor, Cognitive, Social, Self Help, Music and Art activities.

Preschool Catalogues ... a list of some catalogues that contain materials appropriate for preschool children.

Focus on Exceptional Children - Curriculum and Methods In Early Childhood Special Education: One Approach ... a twelve page overview of the PEECH Approach.

Once We Thought They Were Mentally Retarded ... language development using the ITPA (Illinois Test of Psycholinguistic Abilities) as an Instructional Model.

ITPA Definitions ... definitions of automatic and representational responses, diagram of the model and definitions of the eleven subskills.

ITPA Class Analysis Booklet ... a format for assessing and recording the ability of individual children in the eleven subskill areas of the ITPA with the purpose of individualizing instruction according to strengths and needs.

Lesson Plan Format ... eight areas to consider when devising a lesson plan.

Goals and Behavioral Objectives ... a list of key words appropriate for long range statements, that is, Goals, and a list of key words appropriate for short range statements, as in Behavioral Objectives.

Components of a Behavioral Objective For A Lesson Plan ... five essential areas of a comprehensive behavioral objective.

Lesson Plan ... a one-page outline containing the essentials of an individualized lesson plan for a preschool lesson.

Social Participation Categories ... a brief description of six categories of social participation found in the behavior of preschool children.

Procedure Sheet ... a form used in the classroom to coordinate adult predetermined response to specific behavior of individual children.

Developmental Guidelines ... 0 - 17 months.

Developmental Guidelines ... 18 - 72 months.

Math Readiness Inventory ... adapted from GOAL Kit, a one-page, sequenced outline including Geometric Figures, Sets, Ordering, Whole Numbers (0-5) and Rational Counting, and Numerals (0-5).

An Approach for Establishing Appropriate Classroom Behavior In Preschool Multiply Handicapped Children ... this 19 page article takes an in-depth look at techniques for developing appropriate behavior in the preschool classroom.

The Importance of Discipline In Promoting the Growth of Preschool Children ... "Discipline refers to the standards and control placed on the preschool child to influence behavior," - twenty-two good suggestions directed toward this end.

A Model Learning Playground ... photographs and diagrams of the PEECH learning playground -- 9 pages.

Developmental Guidelines For Acquisition of Gross Motor Skills ... a 7 page outline developmentally sequenced, covering walking, running, jumping, climbing, throwing, kicking and catching skills.

Sample Lesson Plans for Use on the PEECH Playground ... six sample lesson plans for playground activities.

Rating Scale For Para-professional Teaching Staff ... a scale which essentially encompasses the desired qualities and abilities of a para-professional in the preschool classroom.

Selected Bibliography on Language ... selected bibliography of articles and texts in the following areas: Language and Acquisition, Expressive Language Sample -- Elicitation and Analysis, Language Intervention Models and Strategies, and Preschool Programs.

Areas of Concern in Speech and Language ... an article describing speech and language problems among preschoolers.

Experimental Language Intervention Techniques ... a review of the literature on language modification techniques, the role of imitation, and environmental techniques which can be used by the clinician, teachers and parents to stimulate language.

Phonological Acquisition Chart ... a chart of the developmental sequence of sounds.

Songs ... a 17 page booklet containing the words to familiar songs which children enjoy.

PARENT MATERIALS

Flexibility in Getting Parents Involved in the School ... a perceptive essay containing specific suggestions for the development of a viable and individualized Parent Program.

A Family Involvement Model: Implementation With Families of Multi-Handicapped Children ... this article details the ATSEM model, a process oriented model that focuses on bringing family members into contact with a program and then involving them actively in the program.

Welcome to JEEPH ... a questionnaire which may be used at the initial group Parent Meeting. It serves to increase awareness of the interests and concerns of parents and at the same time enumerates the opportunities open to parents to share a child's school experiences.

Skills In Working With Parents ... the purpose of this article is to sensitize those who interview parents, for the purpose of providing them needed assistance, to the feelings and concerns of parents.

Suggestions For Working With Parents of Preschool Handicapped Children... a good list of things we all know but sometimes forget -- Do's and Don'ts.

Tips For Successful Parent Conferences At School ... ideas which if implemented should increase the benefit of the school conference to both teacher and parent.

Talking With Parents ... a list of ten suggestions for building rapport with parents of handicapped children through conversation.

Example Activities Written for Parents ... suggestions, directions, recipes for parent-child play activities at home. 13 pages.

Homemades ... a list of common articles generally available at home and suggestions for their use in learning activities.

Items Commonly Found Around the House That Could be Used as Educational Devices ...

Learning Through Play ... an annotated bibliography (18 books) of particular value to parents for helping children learn through play activities.

Children's Books ... a list of interesting books for preschool children with a few descriptive comments.

Bibliography For Parents ... a list of hard cover and paperbacked books concerned primarily with parent-child relationships -- good books for a preschool Parent Resource Room.

Language Suggestions ... specific techniques for promoting language development in young children by parents.

Methods to be Used in Presenting Lessons ... suggestions for the parent in a structured teaching situation at home.

PROGRAMS AND RESEARCH

A University Joins Forces With Public Schools ... a 25 page paper describing the agreement and working arrangement between a university and seventeen school districts to provide preschool services for young handicapped children.

JEEPH ... a single sheet description of the JEEPH program--the Joint Agreement; Service, including the children served, the classroom, and parent involvement; Training; Research and Development; and Outreach.

Parental Attitudes and Education in the Culture of Poverty ... from the Journal of Research and Development in Education - Volume 8, Number 2, 1975.

A New Professional Role in Early Childhood Education ... a review of five programs for training non-professionals to work with preschool children and infants, and the conceptualization of a new professional role, that of the Para-professional Educator Manager..

The Conceptualization of the Amerliorative Curriculum ... a 35 page review of the program developed for disadvantaged preschool children under the direction of the Institute for Research on Exceptional Children at the University of Illinois.

Evaluation and Implications of Research With Young Handicapped and Low-Income Children

A Model Program for the Early Education of Handicapped Children

Effects of a Highly Structured Program of Language Development on Intellectual Functioning and Psycholinguistic Development of Culturally Disadvantaged Three-Year Olds

An Evaluation of Two Preschool Programs for Disadvantaged Children: A Traditional and a Highly Structured Experimental Preschool

The Effects of a Highly Structured Preschool Program on the Measured Intelligence of Culturally Disadvantaged Four-Year-Old Children

The Effects of Four Programs of Classroom Intervention On the Intellectual and Language Development of 4-Year-Old Disadvantaged Children

Structured Cognitive Approach for Educating Young Children: Report of a Successful Program

A Five-Year Longitudinal Comparison of a Traditional Versus Structured Program On Cognitive, Social, and Affective Variables

Educational Intervention at Home by Mothers of Disadvantaged Infants

An Approach for Working With Mothers of Disadvantaged Preschool Children

Rules and Regulations To Govern the Administration and Operation of Special Education (effective October 1, 1974).

Guidelines for House Bill 322/323 ... Early Childhood Education for Handicapped Children--Questions and Answers Regarding Special Education for 3-5 Year Old Children.

PROGRAM TO PROVIDE SERVICES

TO SEVERELY HANDICAPPED CHILDREN AND YOUTH

Purpose

Traditionally, severely or multiply handicapped children have been excluded from public school education. Under recent legislation, these children must now be included in public school programs at public expense. However, existing training methods and materials are often neither suitable nor effective for training this population. Resources and development in special education needs to focus on development of curricula, instructional procedures, and administrative strategies that will insure educational opportunities for the severely handicapped child. The Exceptional Education Unit has, since its inception, been involved in meeting the needs of severely mentally retarded children as well as further developing instructional materials and procedures. The Center for the Severely Handicapped continues to work with severely handicapped pupils in the development of basic life skills and vocational training deemed essential in preparing for employment and independent or semi-independent living.

Design Organization

The Center for the Severely Handicapped works with the Clinical Training Unit's state wide child study clinic and other local and state agencies to provide initial screening for at least 100 handicapped children between the ages of 3 and 22 each year. Eight classrooms at the EEU serve children with a variety of severe handicaps. They include stimulation programs for severely handicapped infants, Down's Syndrome project, pre-school for severely emotionally disturbed, intermediate severely emotionally disturbed, intermediate severely mentally retarded, deaf retarded and/or deaf/disturbed, and vocational training.

Lake Washington Elementary School provides classroom space for the center's severely handicapped; staff for the EEU and the Lake Washington school district workers with this population.

A program for social services is conducted for families of children enrolled in the center. Home visits, parent training, and counselling are all part of a concerted effort to coordinate school-home programs geared to making the parents of pupils serve in the program as skilled child behavior managers. The goals of the center are: to extend services in order to reach all types of developmentally disabled children; to increase the number of severely handicapped children served; to coordinate activities with other community resources; to coordinate services so that there is medical, nursing and social work input; and to develop a method of systematic follow-up for graduates.

Yearly the center provides at least 100 pupils with educational programs designed to integrate them through prescriptive programming into the community. A diagnostic classroom for children from birth through four years provides precise diagnostic and intervention prescription. Those children who require long term services are retained in experimental education classroom units.

Basic Procedures, Techniques and Methods of Operation

The center screens 1,000 children annually and places at least 100 in appropriate programs. Each pupil entering the center is carefully assessed to determine his level of functioning and to estimate independent academic and/or vocational goals. Individual programs geared to skill level and stated goals are devised and implemented with periodic formal assessment and continuous observation to monitor the pupils' progress toward long and short term goals.

Instructional procedures and materials devised and tested in the classroom focus on developing those skills and behaviors deemed appropriate for the child with reference to his particular developmental level, handicapping condition, and job requirements. A primary goal is to place 67 project youth in work situations each year after they have been in the vocational education program designed to develop independent living skills with work related behaviors.

PROGRAM SUMMARY

Name: Program to Provide Services to Severely Handicapped Children and Youth

Director: Norris G. Haring

Mailing Address: Experimental Education Unit, Child Development & Mental Retardation Center
WJ-10, University of Washington
Seattle, Washington 98195

Phone Number: 206/543-4011

Administrative Agency: College of Education & the Child Development & Mental Retardation Center

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)	1	1	3	1	1	7
Retarded (Sev)	0	7	17	4	3	31
Sev. Emot. Dist.	0	3	10	4	1	18
Mult. Handicapped	24	25	53	4	0	106
Other (indicate specific handicap						
Moderately Handicapped	1	6	11	5	6	29
Neurologically Impaired	0	1	1	0	0	2
High Risk Infants	12	0	0	0	0	12
TOTAL	38	43	95	18	11	205

General population in service area: Rural (under 50,000) ____
Urban (over 50,000) X

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	1	25
Asst. Directors	1	100
Coordinators	3	100
Secretarial	2	100
Other (please specify)		
Administrative Asst.	1	100
Project Supervisor	1	100
Professional		
Teachers	20	100
Media	1	50
Editor	1	50
Evaluator	1	25
Medical	1	30
Nurse	1	100

PROGRAM STAFF CONT.

Title	Number of Program Staff per Position	% of Time
Communication Disorders Spec.	1	75
Child Study Clinic Educator	1	100
Curriculum Clerk	1	50
Occupational Therapist	1	75
Para-Professional		
Interns	10	50
Student Hourly and Work Study	15	35

PROGRAM RESOURCES BY HANDICAPPING CONDITIONS

HANDICAPPING CONDITIONS

PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices	WZ	WZ	WZ	WZ
Diagnostic Procedures	WZ	WZ	WZ	WZ
Prescriptive Techniques	WYZ	WYZ	WYZ	WYZ
Child's Program Evaluation Procedure	WZ	WZ	WZ	WZ
In-Service Program	WZ	WZ	WZ	WZ
Parent Services	W	W	W	W
Mediated Presentations (Administrative				
Mediated Presentations (Programmatic	WY	WY	WY	WY
Books, Articles, and Publications	YZ	YZ	YZ	YZ

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

IDENTIFICATION AND SCREENING PROCEDURES

This section reflects briefly this projects activities in the area of Identification and Screening. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 X Reading Skills
  B.4 X Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 ___ other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  X Medical
  X Educational
  X Health/Mental Health related Services
D. Team Approach: (Membership)

Child Study Clinic Process

Once a child has been referred to the Clinic and has been identified by the Intake Social Worker as being in need of Clinic services, he receives a general physical examination and is screened for vision and hearing functions as well as height and weight characteristics. Further screening is then provided by a multi-disciplinary team which may include the services of pediatricians, nutritionists, psychologists, psychiatrists, neurologists, social workers, and ear, nose and throat specialists. Also, services may come from the areas of dentistry, education, occupational and physical therapy, speech pathology and audiology. In addition, certain children receive further metabolic urinalysis to test for a variety of causes of mental retardation.

Classroom Process for Identification and Screening

Upon entrance to the Center, children receive a general assessment of their educational needs and performance levels. An interdisciplinary team consisting of educators, a pediatrician (on a consulting basis), a nurse, a communication disorders specialist, an occupational therapist, a member of the Social Services staff, and a school administrator screen children - using a variety of screening and assessment instruments - to determine their educational needs and program placements. This screening is done on an ongoing individualized basis throughout the school year and is an integral part of the educational procedures at the Center.

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

The Preschool Profile and Procedures

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: The Preschool Profile and Procedures

Program Content Area(s) *A,B,C,D,F

Price $1.60

General Objective To identify performance deficits in young children in 8 basic areas of development as an aid to prescriptive programming later.

Format Procedural guide and chart/checklist

Person Implementing:

___ Administrative
X Instructional
X Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 8

Package Components Procedural guide and checklist

How is this product specifically used in this particular component of your project? As graphic record of a child's performance in eight developmental areas; as a tool for training instructional personnel in the skill of systematic observation; as an aid to later prescriptive programming.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
					X		

Abstract

The Profile is a chart/checklist that can be used as an individual record of a child's performance in eight areas of development: i.e., fine and gross motor, pre-academic (cognitive) skills, social, receptive and expressive language skills, and self-help skills. The Profile provides a graphic presentation noting skills a child can sometimes, always and never do; the Procedures explain how to use the Profile for maximum effect.

Evaluation

The Profile and Procedures are undergoing field testing in settings integrating handicapped with non-handicapped children; commentary from users on its effectiveness, frequency of use, etc., is being collected locally, regionally, and nationally through the efforts of OCD/BEH Experimental Handicapped Projects' staff.

This product may be ordered from:
Dr. Norris G. Haring, Director
Experimental Education Unit, WJ-10, Child Development & Mental Retardation Center
University of Washington, Seattle, WA 98195

*use descriptors in item 1, preceding page

DIAGNOSTIC PROCEDURES

This section reflects briefly this projects activities in the area of Diagnostic Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 X Reading Skills
  B.4 X Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 ____ other
____ E. Emotional Development
  (intra personal)
X F. Socialization
  (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  X Medical
  X Educational
  X Health/Mental Health related Services

D. Team Approach: (Membership)

Educator	Family Liaison Coordinator	
Nurse	Communication Disorder Specialist	
Occupational therapist		

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Language Assessment for the Non-verbal Pupil
B. Developmental Pinpoints
C. The Pinpoint Scanning Device
D. Assessment Checklist for Diagnostic Classroom
E. Diagnostic Classroom

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
DIAGNOSTIC PROCEDURES

Title of Product: Language Assessment for the Non-Verbal Pupil

Program Content Area(s) * B

Price

General Objective Language performance assessment

Format Checklist and data sheets

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No ___

No. of Pages 14

Package Components Checklist and data sheets

How is this product specifically used in this particular component of your project? Used as a diagnostic tool to facilitate program planning.

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
			X				

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available Fall, 1976)

Abstract	Evaluation
This language assessment tool is designed for the non-verbal pupil to assess the earliest developmental responses to verbal cues. This tool can be used with pupils functioning between the fourth and twenty-fourth month developmental level regardless of their chronological age. Testing can be conducted by the classroom teacher throughout the day in an informal manner.	

This product may be ordered from:

*use descriptors in item 1, preceding page

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
DIAGNOSTIC PROCEDURES

Title of Product: Developmental Pinpoints

Program Content Area(s) *A,B,C,D,F
Price
General Objective To provide diagnosis for above categories leading to effective programming.
Format Text, sequence

Person Implementing:

- ___ Administrative
- X Instructional
- ___ Para-professional
- ___ Consultant
- ___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 15

Package Components Undetermined at this stage of development.

How is this product specifically used in this particular component of your project? Used by teachers to assess level of functioning of children in order to plan programs to remediate developmental lags.

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
				X			

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available ___)

Abstract	Evaluation
Developmental Pinpoints is an attempt to sequence in small-step increments the behaviors of a child in gross & fine motor, communication, social, pre-writing and -reading and other skill areas from birth to 72 months, in normal development. Knowledge of the expected normal sequence, particularly when broken out into fine steps, can become the basis for an assessment sequence and subsequent establishment of educational objectives; through careful pinpointing the teacher can establish both long- and short-range objectives for each handicapped child.	Tested in programs of the Center and The Center for the Severely Handicapped at the Experimental Education Unit.

This product may be ordered from:

*use descriptors in item 1, page 316.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: The Pinpoint Scanning Device

Program Content Area(s) * A,B,C,D,F

Price

General Objective To provide diagnosis for above categories leading to effective programming.

Format

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No ___

No. of Pages Undetermined

Package Components Undetermined at this stage of development.

How is this product specifically used in this particular component of your project? Used by teachers to assess level of functioning of children in order to plan programs to remediate developmental lags.

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
				X			

Abstract	Evaluation
Pinpoint Scanning Device is a refinement of the Developmental Pinpoints which allows the classroom teacher to conduct pupil assessments without the longitudinal constraints of the Developmental Pinpoints (see abstract of Developmental Pinpoints).	

This product may be ordered from:

*use descriptors in item 1, page 316.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: Assessment Checklist for Diagnostic Classroom

Program Content Area(s) * Diagnosis Assessment

General Objective To measure developmental performance levels in the areas of fine motor, gross motor and preacademics.

Price ______

Format Checklist

Person Implementing:

____ Administrative
__X__ Instructional
____ Para-professional
____ Consultant
____ Ancillary Staff

Standardized: Yes ____ No ____

No. of Pages Undetermined

Package Components Undetermined at this stage of development.

How is this product specifically used in this particular component of your project? Measures developmental performance levels exhibited by a majority of the population enrolled in the diagnostic classroom.

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
			X				

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available ____________)

Abstract	Evaluation
This is a brief checklist composed of items from published tests such as the Denver Developmental Screening Test. Three major areas are included: fine motor, gross motor, and preacademics. The scale includes behaviors expected from the thirteenth month to the seventeenth month age level and is appropriate for the developmental performance levels exhibited by a majority of the population enrolled in the diagnostic classroom.	

This product may be ordered from:

*use descriptors in item 1, page 316.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
DIAGNOSTIC PROCEDURES

Title of Product: Diagnostic Classroom

Program Content Area(s) *A,B,C,D,E,F

Price ____

General Objective To provide educational, diagnostic, prescriptive and placement services to handicapped children.

Format not applicable

Person Implementing:

Standardized: Yes ____ No ____

____ Administrative
X Instructional
____ Para-professional
____ Consultant
X Ancillary Staff

No. of Pages Undetermined

Package Components Undetermined at this stage of development

How is this product specifically used in this particular component of your project? The classroom is used as a short-term (2-4 weeks) educational assessment placement for handicapped children.

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
		X					

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available ____________)

Abstract	Evaluation
The Diagnostic Classroom was designed to provide comprehensive educational prescriptions and placement services. Children are referred to the classroom for a period of 2-4 weeks in order to provide precise evaluation of present performance levels, to determine what interventions have a high probability of success with a child and to produce a tentative plan for a child's curriculum and general educational program which can be implemented in the appropriate educational/training setting in the child's home district or referral site.	

This product may be ordered from:

*use descriptors in item 1, page 316.

PRESCRIPTIVE PROCEDURES

This section reflects briefly this projects activities in the area of Prescriptive Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 X Reading Skills
  B.4 X Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 ___ other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  X Medical
  X Educational
  X Health/Mental Health related Services

D. Team Approach: (Membership)

Educator
Parents
Administrator
Occupatinal Therapist
Family Liaison Coordinator
Nurse
Communication Disorders Specialist

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Objectives Form
B. Skill Inventory Assessmentaire
C. Emergency Care of Sickness and Accidents
D. Learner Profile
E. Plan Sheet

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
PRESCRIPTIVE PROCEDURES

Title of Product: Objectives Form

Program Content Area(s) * A, B, C, D, E, F

Price $.05

General Objective To specify programming objectives, both yearly and quarterly

Format Single typed page

Person Implementing:

- X Administrative
- X Instructional
- X Para-professional
- X Consultant
- X Ancillary Staff

Standardized: Yes X No ___

No. of Pages 1

Package Components ___

How is this product specifically used in this particular component of your project? As a guide for programming; to meet state regulations regarding the development of prgram objectives for individual pupils.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract

After initial screening, performance assessment, and collection of information from parents, school, etc., the interdisciplinary team develops a list of performance based objectives which they would like the child to achieve in the next year. Similarly, obj. are defined on a quarterly basis. The format used for both annual and quarterly obj. specifies the following: 1) the behavior; 2) the behavior developed, accelerated, or decelarated; and 3) the criterion for sucess. These objs. are explained to

Evaluation

Abstract Cont.
the parents and, if changes are indicated, modifications are made which are mutually agreeable to both the parents and the educational team members. The parents sign one copy of the objectives form which is retained by the school A second copy is provided for their reference.

This product may be ordered from:
Dr. Norris G. Haring, Director
Experimental Education Unit, WJ-10
Child Development and Mental Retardation Center
University of Washington
Seattle, Washington 98195

*use descriptors in item 1, preceding page

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
PRESCRIPTIVE PROCEDURES

Title of Product: Skill Inventory Assessmentaire

Program Content Area(s) *Pre-Voc & Voc. Training

Price

General Objective To collect information on necessary skill levels of handicapped employees.

Format Checklist

Person Implementing:

X Administrative
X Instructional
____ Para-professional
____ Consultant
____ Ancillary Staff

Standardized: Yes ____ No ____

No. of Pages 29

Package Components Undetermined at this stage of development.

How is this product specifically used in this particular component of your project? Used to gather information from local employers in sheltered workshops and competitive industry in order to develop relevant pre-vocational and vocational training programs.

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available Fall, 1976)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
			X				

Abstract	Evaluation
In conjunction with the prevocational program and on-the-job training programs at the Center of Severely Handicapped, staff developed a skill inventory "assessmentaire" to identify: 1) entry level skills for sheltered employment; 2) maintenance level skills for sheltered employment; and 3) entry level skills for competitive employment. Supervisors from sheltered workshops and industries responded to the assessmentaire providing information in the three areas.	

This product may be ordered from:

*use descriptors in item 1, page 322.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED PRESCRIPTIVE PROCEDURES

Title of Product: Emergency Care of Sickness and Accidents

Program Content Area(s) *Health Care **Price** $4.00

General Objective To aid school staff in providing first aid treatment during emergency situations. **Format** Flipchart

Person Implementing:

___ Administrative
X Instructional
X Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No ___

No. of Pages 22

Package Components Flipchart

How is this product specifically used in this particular component of your project? Used by personnel at the Center to obtain information on first aid procedures in case of accident or illness.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ____________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
This flipchart is designed to aid school personnel responsible for decisions involving health services for the pupils at the Experimental Education Unit. Although prevention of illness and accidents is of primary importance when humanly possible, the school, nevertheless, prepares personnel to give emergency care when necessary. The chart details emergency first-aid measures to be taken in case of a variety of specified illnesses or accidents.	

This product may be ordered from:

Dr. Norris G. Haring, Director
Experimental Education Unit, WJ-10
Child Development & Mental Retardation Center
University of Washington
Seattle, Washington 98195

*use descriptors in item 1, page 322.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED PRESCRIPTIVE PROCEDURES

Title of Product: Learner Profile

Program Content Area(s) * A, B, C, D, F

Price $.60

General Objective To provide a format for program description.

Format 12 8 1/2 x 11 typed pages.

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No ___

No. of Pages 12

Package Components General information sheets, assessment result sheets, objectives sheets, and plan sheets.

How is this product specifically used in this particular component of your project? Used to compile diagnostic information to define program goals and objectives, to develop program sequency, to describe program procedures and to collect data.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
				X			

Abstract	Evaluation
The Learner Profile was developed to assist educators in public school settings to develop systematic individualized programs. This packet contains forms for 1) collecting general information which might affect educational planning, 2) recording the results of general assessment procedures and assessment procedures designed for program placement, 3) designating program goals and objectives, 4) describing specific program procedures, and 5) collecting performance data.	Tested at the Lake Washington Special Education Center, a public school serving severely handicapped children and youth which serves as a site for Center activities.

This product may be ordered from:

Dr. Norris G. Haring
Experimental Education Unit
CDMRC, WJ-10
University of Washington
Seattle, Washington 98195

*use descriptors in item 1, page 322.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
PRESCRIPTIVE PROCEDURES

Title of Product: Plan Sheet

Program Content Area(s) * A, B, C, D, E, F Price $.05

General Objective To insure uniformity of program procedures and intervention tactics; allows evaluation of program components.

Format Single typed pages.

Person Implementing:

X Administrative
X Instructional
X Para-professional
X Consultant
X Ancillary Staff

Standardized: Yes X No ___

No. of Pages 1

Package Components (1) one single type page.

How is this product specifically used in this particular component of your project? To describe specific procedures and program components consistently based in each pupil program.

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ____________)

Abstract	Evaluation
The plan sheet is used to specify materials, behaviors to be accelerated or decelerated, consequent events, measurement techniques, the program sequence and success criteria for each child's program. It enables the teacher and administrator to ensure a uniformity in procedures and intervention tactics. It allows the program manager to evaluate specific program components and make modifications where indicated.	

This product may be ordered from:

Dr. Norris Haring, Director
Experimental Education Unit, WJ-10
Child Development and Mental Retardation Center
University of Washington
Seattle, Washington 98195

*use descriptors in item 1, Page 322.

CHILD PROGRESS EVALUATION

This section reflects briefly this projects activities in the area of Child Progress Evaluation. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

____ A. Self Help
____ B. Communications
B.1 ____ Listening Skills
B.2 ____ Speaking Skills
B.3 ____ Reading Skills
B.4 ____ Writing Skills
_X_ C. Cognitive

_X_ D. Motor Development
D.1 ____ gross
D.2 ____ fine
D.3 ____ other
____ E. Emotional Development (intra personal)
_X_ F. Socialization (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. _X_ Observation
C. _X_ Behavioral
D. ____ Interviews
____ Family
____ Medical
____ Educational
____ Health/Mental Health related Services
D. Team Approach: (Membership)

____________ ____________ ____________
____________ ____________ ____________
____________ ____________ ____________

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Down's Performance Inventory and Notes for Users

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
CHILD PROGRESS EVALUATION

Title of Product: Down's Performance Inventory and Notes for Users

Program Content Area(s) * C,D,F

Price

General Objective To evaluate child's performance in above categories.

Format Checklist

Person Implementing:

- ____ Administrative
- X Instructional
- ____ Para-professional
- ____ Consultant
- ____ Ancillary Staff

Standardized: Yes ____ No X

No. of Pages 5

Package Components Undetermined at this stage of development.

How is this product specifically used in this particular component of your project? Used by teachers to assess children's development in three major areas of development.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ____________________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
					X		

Abstract	Evaluation
Their inventory is a checklist of sequentially arranged developmental milestones in motor, social, and cognitive growth based on normal development. The Inventory can be used to assess a child's present level of functioning; as result of these assessments, the teacher can plan programs for the child based on the skills that he or she has not yet mastered or acquired.	

This product may be ordered from:
Model Preschool Center for Handicapped Children
Experimental Education Unit, College of Education
and Child Development and Mental Retardation Center
University of Washington
Seattle, Washington 98195

*use descriptors in item 1, preceding page

IN-SERVICE PROGRAMS

Type: Workshop X Demonstration ____ Lecture ____

Other (specify) ____

Title of Workshop, Demonstration, etc. Summer Workshop for the Preparation of Personnel in the Education of the Severely Handicapped

Target Population:* Teacher Trainers

Is this a mediated presentation? Yes X No ___

If yes, what media is used: Slide-Tape, Videotape

General Objectives: To improve the trainees' ability to offer highly relevant didactic and practicum experiences to their own special education trainees so that their trainees would become better trained teachers of the severely handicapped. During the 4 wk. session the trainees were instructed in: the educational needs of the severely handicapped; background information; and the contributions of many disciplines that provide appropriate educational programs and support services to the severely handicapped child. Ongoing practicum training during the session enabled the trainees to gain experiences in supervision and planning.

		Yes	No
Is specific information of workshop, etc. applicable to this project only?			X
Is evaluation available?	A. Program		X
	B. Participant		X
Is it published?			X
Is program open to outside participation?		X	
Is end product available to be presented outside this agency?			X

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

IN-SERVICE PROGRAMS

Type: Workshop ______ Demonstration ______ Lecture ______

Other (specify) ______

Title of Workshop, Demonstration, etc. Summer workshop to provide training for teachers and administrators of severely, profoundly, and/or multiply handicapped children and youth.

Target Population:* 1, 2, 3, 4, 5, and 6

Is this a mediated presentation? Yes X No ___

If yes, what media is used: Slide-Tape, Videotape

General Objectives: To provide training for teachers and administrators of severely, profoundly and/or multiply handicapped children and youth. This was a cooperative effort of the Tacoma Public School District and the Univ. of Washington designed to provide training for 26 teachers, 12 graduate students, administrators and related professionals. The 5 wk. training program included didactic instructional sessions presented by national leaders in special education, professionals in related fields and university personnel. Practicum experience was provided at Seward Elem. School, Tacoma, where a summer school program was conducted serving 40 severely/profoundly handicapped children.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?		X
Is evaluation available? A. Program	X	
B. Participant	X	
Is it published?		possible publication in future
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?		X

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

IN-SERVICE PROGRAMS

Type: Workshop ______ Demonstration X Lecture ______

Other (specify) ______

Title of Workshop, Demonstration, etc. Program to Provide Services for Severely Handicapped Children and Youth

Target Population:* 1 through 12

Is this a mediated presentation? Yes X No ___

If yes, what media is used: Slide-tape, Videotape

General Objectives: The Center for Severely Handicapped as a continuing in-service training facility serve the training needs of local and regional residents in 4 general ways: 1) numerous presentations at local, regional, and national levels describing specific program components, target populations, and intervention tactics; 2) respond to requests for information on program components research findings, and community resources: 3) a demonstration center for approximately 10,000 visitors annually; and 4) provide practicum training for special education students, parents, and allied professionals.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?	X	
A. Program	X	
Is evaluation available? B. Participant	X	
Is it published?	X	
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?	X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

PUBLIC AWARENESS

Public awareness is a critical part of this program and has been developed as follows:

The Program to Provide Services for Severely Handicapped Children and Youth (hereafter known as the Center for Severely Handicapped) was housed primarily in three locations: the Experimental Education Unit (EEU) of the Child Development and Mental Retardation Center (CDMRC) of the University of Washington; the Lake Washington Special Education Center (LWSEC) at Kirkland, Washington; and the Tacoma Public School District.

The EEU is a training and educational development unit that functions in relationship to three other units (The Clinical Training Unit, The Medical Research Unit, and The Behavioral Research Unit) of the CDMRC, and also in relationship to the Area of Special Education of the University of Washington, College of Education. A daily school program is conducted at the EEU which serves nearly 200 children, ages birth to 21, from 23 surrounding school districts. These children are referred to the EEU when district personnel determine that the EEU school program can best serve a given child. The existence of the school program at the EEU enables the Unit to provide a demonstration school program, to develop curriculum and instructional materials, to train graduate and undergraduate students from a variety of disciplines, and to conduct research into effective teaching-learning procedures for handicapped persons.

The LWSEC is a self-contained public school facility that serves only handicapped children, ages 3-22, from the Lake Washington School District and from seven other participating school districts. Students at Lake Washington have a wide range of handicaps including severe retardation, neurological impairment, motor handicaps and accompanying developmental deficits.

The Tacoma School District (located 30 miles south of Seattle) has historically served severely handicapped children in the public school. Currently the EEU is initiating activities there to demonstrate techniques and procedures developed by the Center and to provide individualized educational services for severely handicapped children and youth.

PROGRAMS UNLOCKING THE SEVERELY HANDICAPPED

(P.U.S.H.)

Programs for the severely multiply handicapped child, even though pressed for by citizen advocate groups and often mandated by state legislation, have not at present been adequately met within the existing local public school systems. In order to help remedy this situation, Meeting Street School was awarded a three year grant by BEH. Termed P.U.S.H. (Programs Unlocking the Severely Handicapped), the project is designed to develop, implement and disseminate a model educational and therapeutic system for the severely and profoundly handicapped child. Each year 55 children from Rhode Island will be provided with direct services through the project: 25 children ages birth to 3 years, and 30 children from ages 3 to 12 years.

The project goals include a commitment:

(1) To provide a model demonstration program for severely handicapped children (ages 3 through 12 years) that meets their individual developmental and educational needs which can be replicated on a statewide basis.

(2) To provide for severely handicapped children (ages birth through 3 years) comprehensive direct developmental services on a statewide basis utilizing the parents as primary programmers. Working in connection with Women and Infants Hospital of Rhode Island, children with severe developmental problems will be identified and referred for programming, if possible before they leave the hospital.

(3) To develop and disseminate relevant curriculum materials specially designed for the severely handicapped child (ages birth though 12 years) in the areas of self-care, motor, socialization and academic skills.

(4) To develop a comprehensive diagnostic - evaluation system for assessing severely handicapped children (ages birth through 12 years) which will become a model and basis for prescriptive programming for public and private agencies serving the severely handicapped child.

(5) To participate in the preparation and training of professional, pre-professional and other supportive personnel to work in both public and privately supported programs for severely handicapped children.

(6) To develop programs for direct parental involvement in the education and training of their severely handicapped children.

(7) To provide educational programs for parents directed toward increasing their knowledge of their children's rights and developing skills and techniques that will be useful to them as their child's primary life-long advocate.

There is a multidisciplinary educational advisory committee allocated to this project as well as a third party evaluator. The direct services for the 55 children will provide a foundation for the development of a comprehensive diagnostic - evaluation model and a curriculum guide. The diagnostic - evaluation model will assess on a continuum of skill development the child's level of functioning in the areas of motor, language, cognitive, self-care and behavioral/emotional development. The levels of each skill development then provide a guide in determining the curriculum methods and teaching models. The entire programming package, in combination with models for staff training and parent involvement, will be disseminated throughout the state of Rhode Island.

In short, the P.U.S.H. Project is directed toward identifying and evaluating severely and profoundly handicapped children, and insuring comprehensive and appropriate programs for these children throughout the state.

PROGRAM SUMMARY

Name: Programs Unlocking the Severely Handicapped (P.U.S.H.)

Director: Barbara Fazzano

Mailing Address: 667 Waterman Avenue
East Providence, Rhode Island 02914

Phone Number: 401/438-9500

Administrative Agency: Meeting Street School

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)						
Retarded (Sev)						
Sev. Emot. Dist.						
Mult. Handicapped		19	36			55
Other (indicate specific handicap						
TOTAL		19	36			55

General population in service area: Rural (under 50,000) ____
Urban (over 50,000) X

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	1	100
Asst. Directors	1	100
Coordinators	1	100
Secretarial	2	100
Nurse	1	100
Professional		
Teachers	8	100
Psychologists	3	100
Physical Therapist	2	100
Occupational Therapist	3	100
Medical	2	100

PROGRAM STAFF CONT.

Title	Number of Program Staff per Position	% of Time
Speech Therapists	3	100
Para-Professional		
Teacher's Aides	8	100
Parents	55	3-5 hrs. per week
Interns	1	100
Students	10	100

PROGRAM RESOURCES BY HANDICAPPING CONDITIONS

	HANDICAPPING CONDITIONS			
PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices				
Diagnostic Procedures				W
Prescriptive Techniques				W
Child's Program Evaluation Procedure				W
In-Service Program				
Parent Services				W
Mediated Presentations (Administrative				
Mediated Presentations (Programmatic				W
Books, Articles, and Publications				

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

IDENTIFICATION AND SCREENING PROCEDURES

This section reflects briefly this projects activities in the area of Identification and Screening. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

__X__ A. Self Help
__X__ B. Communications
    B.1 __X__ Listening Skills
    B.2 __X__ Speaking Skills
    B.3 __X__ Reading Skills
    B.4 __X__ Writing Skills
__X__ C. Cognitive

__X__ D. Motor Development
    D.1 __X__ gross
    D.2 __X__ fine
    D.3 ____ other
__X__ E. Emotional Development (intra personal)
__X__ F. Socialization (intra personal)

2. Method:

A. __X__ Anecdotal Reporting/Historical Research
B. __X__ Observation
C. __X__ Behavioral
D. __X__ Interviews
    __X__ Family
    __X__ Medical
    __X__ Educational
    __X__ Health/Mental Health related Services

D. Team Approach: (Membership)

Teacher
Psychologist
Physical Therapist
Speech/language therapist
Occup. Therapist

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Wechsler Preschool Primary Scale of Intelligence
B. Bailey Infant Scale
C. Denver Development Scale
D. Merrill-Palmer Scale
E. Cottell Infant Intelligence Scale

Format (cont'd)

F. Gesell Developmental Scale
G. Termin-Merrill Scale
H. Wechsler Intelligence Scale for Children
I. Slosson Intelligence Test
J. Piaget Sensori-motor Research Instrument

DIAGNOSTIC PROCEDURES

This section reflects briefly this projects activities in the area of Diagnostic Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

_____ A. Self Help
__X__ B. Communications
B.1 __X__ Listening Skills
B.2 __X__ Speaking Skills
B.3 _____ Reading Skills
B.4 __X__ Writing Skills
__X__ C. Cognitive

__X__ D. Motor Development
D.1 __X__ gross
D.2 __X__ fine
D.3 _____ other
_____ E. Emotional Development (intra personal)
_____ F. Socialization (intra personal)

2. Method:

A. _____ Anecdotal Reporting/Historical Research
B. _____ Observation
C. _____ Behavioral
D. _____ Interviews
_____ Family
_____ Medical
_____ Educational
_____ Health/Mental Health related Services
O. Team Approach: (Membership)

Teacher

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Psychological Evaluation of Severely Handicapped

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: Psychological Evaluation of Severely Handicapped

Program Content Area(s) *B,C,D

Price Undetermined

General Objective To develop a diagnostic tool for evaluating severely multiply handicapped children.

Format Undetermined at this stage of development

Person Implementing:

X Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No ___

No. of Pages Undetermined

Package Components Undeteremined at this stage of development

How is this product specifically used in this particular component of your project? To diagnose cognitive functioning (learning style) of severely multiply handicapped children. This product will serve to bridge the gap between how a child learns and how he will be taught. A learning profile as a basis for curriculum development will be provided.

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available July, 1977)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
X	X						

Abstract	Evaluation
Not available	Not available

This product may be ordered from:

*use descriptors in item 1, preceding page

PRESCRIPTIVE PROCEDURES

This section reflects briefly this projects activities in the area of Prescriptive Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
    B.1 X Listening Skills
    B.2 X Speaking Skills
    B.3 X Reading Skills
    B.4 X Writing Skills
X C. Cognitive
X D. Motor Development
    D.1 X gross
    D.2 X fine
    D.3 X other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. ____ Observation
C. ____ Behavioral
D. ____ Interviews
    ____ Family
    ____ Medical
    ____ Educational
    ____ Health/Mental Health related Services
D. Team Approach: (Membership)

Teacher
Speech/Language therapist
Physical Therapist
Psychologist
Occupational Therapist

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Untitled document in developmental stages.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
PRESCRIPTIVE PROCEDURES

Title of Product: Untitled as yet

Program Content Area(s) * A,B,C,D,E,F

Price ____

General Objective To pinpoint level of functioning and serve as basis for instructional activities and sequences.

Format still in development

Person Implementing:

- ☐ Administrative
- ☒ Instructional
- ☐ Para-professional
- ☐ Consultant
- ☐ Ancillary Staff

Standardized: Yes ____ No ____

No. of Pages Undetermined

Package Components Undetermined at this stage of development

How is this product specifically used in this particular component of your project?

Is this product currently available?
Yes ____ No X
(If no, please indicate date it will be available 1977)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
	X	X					

Abstract	Evaluation
Not available	Not available

This product may be ordered from:

*use descriptors in item 1, preceding page

CHILD PROGRESS EVALUATION

This section reflects briefly this projects activities in the area of Child Progress Evaluation. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
    B.1 X Listening Skills
    B.2 X Speaking Skills
    B.3 X Reading Skills
    B.4 X Writing Skills
X C. Cognitive
X D. Motor Development
    D.1 X gross
    D.2 X fine
    D.3 ____ other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. ____ Observation
C. ____ Behavioral
D. ____ Interviews
    ____ Family
    ____ Medical
    ____ Educational
    ____ Health/Mental Health related Services

D. Team Approach: (Membership)

Teacher
Physical Therapist
Occupational Therapist
Speech/language therapist
Psychologist

3. Format:

The production of a center developed, standard child evaluation product is still in the design stage. At present, evaluations are handled in the following manner: On the date for completion of an instructional objective, the team determines the child's progress through various tests. (Since target dates differ for each objective, evaluation is ongoing). Twice annually a formal report is prepared for each child. This includes a summary of instructional objectives completed and a review of the child's progress for the 6 month period.

No format has been designed as different ones are being tried. At the end of the grant period a format will be developed and included in the curriculum guide.

PUBLIC AWARENESS

Public awareness is a critical part of this program and has been developed as follows:

Newspaper and television coverage of program highlights whenever possible.

Agency is open to interested groups, other agencies and college classes for visitation, orientation and observation.

Participation by staff and administration in local, state and national conferences.

Field placement for therapy, teacher, child care, nursing students.

Affiliation with Rhode Island College and Womens and Infants Hospital of Rhode Island.

PROJECT MEMPHIS

Through educational intervention and remediation, Project MEMPHIS assists in facilitating legal adoption, preventing institutionalization, returning the youngster to his natural home, or placing him in a regular school class. The Project also serves the child's foster and/or natural parents in attempting to develop effective methods of training concerning their roles of "care-effector" and "home-teacher" of the exceptional child.

The Department of Special Education and Rehabilitation offers training in the area of preschool handicapped education at the Masters and Post Masters level. This training is based on the model developed by Project MEMPHIS.

The instructional program for developmentally delayed children is based on training in five developmental areas: personal-social skills, fine motor skills, gross motor skills, language skills, and perceptuo-cognitive skills. The approach is a combined developmental-task analysis approach, using the MEMPHIS Model of Individual Program Planning and Evaluation, a three-step system of developmental-educational assessment and educational program planning for the preschool level exceptional child.

Both the child and parent are seen twice each week, once in the treatment center and once in the home. A comprehensive set of lesson plans has been developed and is used as the Project's basis for teaching methodology and materials. Sessions are periodically video-taped in order to document and evaluate progress of the children as they proceed through the training program.

Presently Project MEMPHIS is funded by the Bureau of the Handicapped, Department of Health, Education, and Welfare, to replicate the teaching model developed during the three year research grant period. In addition, the Tennessee State Department of Mental Health in cooperation with Memphis State University is providing funds for a demonstration, service and training program.

PROGRAM SUMMARY

Name: Project MEMPHIS

Director: Dr. Alton D. Quick

Mailing Address:
Department of Special Education and Rehabilitation
Memphis State University
Memphis, Tennessee 38152

Phone Number: 901/454-2731

Administrative Agency: Memphis State University*

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)	2	1				3
Retarded (Sev)	1					1
Sev. Emot. Dist.						
Mult. Handicapped	7	1				8
Other (indicate specific handicap						
TOTAL	10	2				12

General population in service area: Rural (under 50,000) X
Urban (over 50,000) X

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	1	50
Treatment Specialist	1	25
Secretarial	1	100
Coordinator of Training	1	25
Professional		
Teachers	3	100

*Funded by Tennessee Department of Mental Health and Mental Retardation

PROGRAM STAFF CONT.

Title	Number of Program Staff per Position	% of Time
Para-Professional		
Parents	14	1 1/2 hrs. per week at center 1-2 hrs. per week at home

PROGRAM RESOURCES BY HANDICAPPING CONDITIONS

	HANDICAPPING CONDITIONS			
PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices	Z			Z
Diagnostic Procedures				
Prescriptive Techniques	Z	Z		Z
Child's Program Evaluation Procedure	Z	Z		Z
In-Service Program				
Parent Services				
Mediated Presentations (Administrative				
Mediated Presentations (Programmatic				
Books, Articles, and Publications	Z	Z		Z

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

IDENTIFICATION AND SCREENING PROCEDURES

This section reflects briefly this projects activities in the area of Identification and Screening. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 ____ Reading Skills
  B.4 ____ Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 ____ other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  X Medical (referral)
  X Educational
  ____ Health/Mental Health related Services
D. Team Approach: (Membership)

Director ____________ ____________
Parents Coordinator ____________ ____________
Service Coordinator ____________ ____________

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. MEMPHIS Comprehensive Developmental Scale
B. Instruments for Individual Program Planning

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: Instruments for Individual Program Planning

Program Content Area(s) * A,B,C,D,E,F

Price $1.50 @ $11.00-25 copies

General Objective To find a child's present level of functioning in five areas of development in order to plan a prescriptive educational program in areas where there is delay.

Format including developmental evaluation, program planning & performance evaluation

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 4 components

Package Components (1) Guide to Programming, (2) MEMPHIS Comprehensive Developmental Scale, (3) Skills Assignment Sheet, (4) Continuous Record for Educational Gain

How is this product specifically used in this particular component of your project? This product is used as a tool to identify areas of functional delay, prescribe a prescriptive individualized educational program in the areas of delay, and to evaluate progress made on the assigned program skills.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
							X

Abstract	Evaluation
The Instruments for Individual Program Planning is designed to find a child's present level of functioning in five areas of development in order to plan a prescriptive educational program in areas where there is delay.	Not available

This product may be ordered from:
Fearon Publishers
6 Davis Drive
Belmont, California 94002

*use descriptors in item 1, preceding page

PRESCRIPTIVE PROCEDURES

This section reflects briefly this projects activities in the area of Prescriptive Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

☒ A. Self Help
☒ B. Communications
    B.1 ☒ Listening Skills
    B.2 ☒ Speaking Skills
    B.3 ☐ Reading Skills
    B.4 ☐ Writing Skills
☒ C. Cognitive
☒ D. Motor Development
    D.1 ☒ gross
    D.2 ☒ fine
    D.3 ☐ other
☒ E. Emotional Development (intra personal)
☒ F. Socialization (intra personal)

2. Method:

A. ☐ Anecdotal Reporting/Historical Research
B. ☒ Observation
C. ☒ Behavioral
D. ☒ Interviews
    ☒ Family
    ☐ Medical
    ☒ Educational
    ☐ Health/Mental Health related Services
D. Team Approach: (Membership)

Director

Parent Coordinator

Service Coordinator

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Developmental Skills Assignment Record and Developmental Profile. (See Instruments for Individual Program Planning - Identification and Screening Procedures.)
B. Lesson Plans for Enhancing Preschool Developmental Progress: Project MEMPHIS

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED PRESCRIPTIVE PROCEDURES

Title of Product: Lesson Plans for Enhancing Preschool Developmental Progress-Project MEMPHIS

Program Content Area(s) *A,B,C,D,E,F

Price $1.50 @ $11.00-25 copies

General Objective To plan individual educational programs for children in areas where there is developmental delay.

Format including developmental evaluation,program planni & performance evaluation

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 4 components

Package Components (1) Guide to Programming,(2) MEMPHIS Comprehensive Developmental Scale,(3) Skills Assignment,(4) Continuous Record for Educational Gain

How is this product specifically used in this particular component of your project? To assist in planning an individualized prescriptive educational program for children who are experiencing developmental delay.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
							X

Abstract	Evaluation
Lesson Plans for Enhancing Preschool Development is to assist in the planning of individual educational programs for children in areas where they are experiencing developmental delay.	Not available

This product may be ordered from:

Kendall/Hunt Publishing Co.
2460 Kerper Blvd.
Dubuque, Iowa 52001

*use descriptors in item 1, preceding page

CHILD PROGRESS EVALUATION

This section reflects briefly this projects activities in the area of Child Progress Evaluation. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 ____ Reading Skills
  B.4 ____ Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 ____ other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  ____ Medical
  X Educational
  ____ Health/Mental Health related Services

D. Team Approach: (Membership)

Director ____ ____
Parent Coordinator ____ ____
Service Coordinator ____ ____

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Continuous Record for Educational Gain

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
CHILD PROGRESS EVALUATION

Title of Product: Continuous Record for Educational Gain (components of Instruments for Individual Program Planning)

Program Content Area(s) *A,B,C,D,E,F

Price $1.50 @ $11.00 - 25 copies

General Objective To be accountable for performance on skills assigned on the prescriptive Educational Program.

Format kit

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 4 components

Package Components (See Identification and Screening)

How is this product specifically used in this particular component of your project?

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
							X

Abstract	Evaluation
The Continuous Record for Educational Gain was developed to keep accurate daily records of a child's performance on skills assigned on the Prescriptive Educational Program.	Not available

This product may be ordered from:

Fearon Publishers
6 Davis Drive
Belmont, California 94002

*use descriptors in item 1, preceding page

IN-SERVICE PROGRAMS

Type: Workshop X Demonstration X Lecture X

Other (specify) Graduate Training for Staff

Title of Workshop, Demonstration, etc. Project MEMPHIS

Target Population:* 1,2,3,7,10

Is this a mediated presentation? Yes X No __

If yes, what media is used: Video tapes

General Objectives: Increase the knowledge and skills of staff in learning to work with preschool handicapped children and their parents.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?		X
Is evaluation available? A. Program	X	
B. Participant	X	
Is it published?	X	
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?	X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

BOOKS, ARTICLES, PUBLICATIONS
(CENTER/PROGRAM DEVELOPED)

Books: Quick, A.D., Little, T.L. and Campbell, A.A. Project MEMPHIS: Enhancing Developmental Progress in Preschool Exceptional Children. Belmont, California: Fearon Publishers

Quick, A.D. and Campbell, A.A. Lesson Plans for Enhancing Preschool Developmental Progress. Dubuque, Iowa: Kendall-Hunt Publishers, 1976. (To be published 4/76).

Articles: Quick, A.D., Little, T.L. and Campbell, A.A. "Early Childhood Education for Exceptional Foster Infants and Training of Foster Parents," Exceptional Children, 1973,40,206-208.

Quick, A.D., Little, T.L. and Campbell, A.A. "Early Childhood Education for the Handicapped Child: A Method of Individual Program Planning and Evaluation," Educational Quest, Memphis, Fall, 1974.

Quick, A.D. "The Project MEMPHIS Model - Providing Community Preschool Services for Families with Severely and Profoundly Delayed Children". In R.M. Anderson and J.G. Greer (eds.) Educating and Training the Severely and Profoundly Retarded.

Publications: Quick, A.D., Little, T.L., and Campbell, A.A. Instruments for Individual Program Planning and Evaluation. Belmont, California: Fearon Publishers, 1974.

REPLICATION OF AN INTERDISCIPLINARY APPROACH TO EARLY EDUCATION FOR HANDICAPPED CHILDREN AGES 0-3 YEARS

The birth to three experimental project was co-sponsored by the United Cerebral Palsy of Northwestern Illinois and Peoria Association for Retarded Citizens. Funding for the three year experimental phase and continued funding for replication has been provided by the Bureau of Education for the Handicapped under Public Law 91-230. This model project was one of the initial programs in the United States and the first in Illinois designed to provide comprehensive services for the handicapped child from birth to three years.

It has been through the use of this comprehensive 0-3 model that children have received needed services at the earliest possible age, as well as planning for the years beyond age 3.

The worth of this program has been and continues to be demonstrated through the observable gains by children in individual areas of developmental delay. Because of these demonstrated gains, the program has been continued since the termination of federal funding through state and local resources.

Over the past three years children were referred through a variety of sources including: physicians, high-risk nurseries, public service agencies, day care centers, state agencies, parents, and concerned individuals, This project reflects a cooperative effort between private, local, state, and federal agencies.

Program options available to the handicapped child include: 0-3 Homebound Program; Public School Early Education Program; Nursery Schools; other agency day care programs; Allied Agency's Developmental Training Program; Out-Patient Physical Therapy. These staffing recommendations are discussed jointly by the child development worker and the social worker with the parents. Re-evaluations are done yearly or as needed.

Replication of a 0-3 Project has concentrated staff efforts during the 1974-1975 year of outreach to aid other agencies or centers in establishing or reorganizing remedial services designed to help the 0-3 developmentally delayed child. Workshops and/or on-site consultations centered around meeting the above were provided to 45 centers or agencies servicing in total approximately 712 developmentally delayed children ages 0-3 years. Of the 45 centers serviced, 23 are replicating one or more components of the project. Assistance has been provided in the areas of: homebound programming; classroom organization; toilet training; behavior management; speech and language; occupational therapy; physical therapy; child development; and parent involvement. A dissemination notebook has been compiled containing basic information necessary to design and implement a 0-3 program utilizing the Allied Agencies Developmental Training Program's 0-3 component as a model. The notebook was distributed free of charge to all of Replication's cooperating sites, and a fee of $5.00 was charged to any additional agencies or individuals desiring a copy.

Replication of a 0-3 Project is currently refunded for dissemination and outreach for FY '76 under the Bureau of Education for the Handicapped. Activities for the coming year will encompass: the identification of five sites previously served who can operate as outreach demonstration sites; a series of one day workshops concentrating on specific areas such as occupational therapy, physical therapy, speech and language, child development, etc.; technical assistance in parent programming; and general information workshops concerned with working effectively with the 0-3 developmentally delayed child.

PROGRAM SUMMARY

Name: Replication of an Interdisciplinary Approach to Early Education for Handicapped Children Ages 0-3 Years
Director: Mr. Arthur J. Moreau and Dr. Brian Jacobson

Mailing Address: 913 N. Western Avenue
Peoria, Illinois 61604

Phone Number: 309/674-1808

Administrative Agency: United Cerebral Palsy and Peoria Association for Retarded Citizens

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)						
Retarded (Sev)	28	2				30
Sev. Emot. Dist.						
Mult. Handicapped	27	1				28
Other (indicate specific handicap						
	28	6				34
TOTAL	83	9				92

General population in service area: Rural (under 50,000) ____
Urban (over 50,000) __X__

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	2	
Secretarial	1	
Coordinator	1	
Child Development Supervisor	1	
Professional		
Child Development Workers	4	3 @ 100%, 1 @ 50%
Speech Pathologist	1	25%
Social Worker	1	100%
Developmental Therapist	1	25%
Child Development Specialist	1	100%

PROGRAM STAFF CONT.

Title	Number of Program Staff per Position	% of Time
Speech and Language Specialist	1	50%
Behavioral Specialist	1	50%
Materials Coordinator	1	100%

PROGRAM RESOURCES BY HANDICAPPING CONDITIONS

	HANDICAPPING CONDITIONS			
PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices	Y	Y	Y	Y
Diagnostic Procedures	YZ	YZ	YZ	YZ
Prescriptive Techniques	Y	Y	Y	Y
Child's Program Evaluation Procedure	Y	Y	Y	Y
In-Service Program	Y	Y	Y	Y
Parent Services	Y	Y	Y	Y
Mediated Presentations (Administrative				
Mediated Presentations (Programmatic	Y	Y	Y	Y
Books, Articles, and Publications	Y	Y	Y	Y

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

IDENTIFICATION AND SCREENING PROCEDURES

This section reflects briefly this projects activities in the area of Identification and Screening. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
    B.1 ____ Listening Skills
    B.2 ____ Speaking Skills
    B.3 ____ Reading Skills
    B.4 ____ Writing Skills
X C. Cognitive

X D. Motor Development
    D.1 ____ gross
    D.2 ____ fine
    D.3 ____ other
____ E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. ____ Behavioral
D. X Interviews
    X Family
    ____ Medical
    ____ Educational
    ____ Health/Mental Health related Services
D. Team Approach: (Membership)

Social Worker

Child Development Worker

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Observational Guidelines for Family Interaction

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: Observational Guidelines for Family Interaction

Program Content Area(s) * D, F

Price No Charge

General Objective Recording observations of parent-child interaction

Format Questionnaire

Person Implementing:

___ Administrative
X Instructional
X Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 4

Package Components Not Applicable

How is this product specifically used in this particular component of your project? This questionnaire is utilized by the Child Development Worker to record initial observations of Parent-Child interaction in various areas of the child's skill development.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
This Questionnaire contains a series of positive statements directed to Parent-Child interaction in response to the child's developmental needs in the various skill areas. The observational questionnaire covers the following skill areas: social, communication, cognitive motor, and self-care.	

This product may be ordered from:

0-3 Replication
913 N. Western
Peoria, Illinois 61604

*use descriptors in item 1, preceding page

DIAGNOSTIC PROCEDURES

This section reflects briefly this projects activities in the area of Diagnostic Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 ____ Reading Skills
  B.4 ____ Writing Skills
X C. Cognitive
X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 ____ other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  X Medical
  ____ Educational
  ____ Health/Mental Health related Services

The child receives an objective evaluation in the areas of medical, psychological, speech and language, occupational therapy, physical therapy, Denver Developmental Screening, Functioning level.

D. Team Approach: (Membership)

Doctor | Social Worker | Physical Therapist
Nurse | Speech and Language Pathologist | Psychologist
Child Development Worker | Developmental Therapist

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Functional Profile
B. Developmental Therapy Evaluation
C. Receptive-Expressive Emergent Language Scale
D. Zimmerman Preschool Language Scale
E. Peabody Picture Vocabulary Test
F. Audiometric Threshold Test
G. Impedance Audiometry
H. Bayley Infant Scales
I. Cattel Intelligence Test
J. Denver Developmental Screening Test

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
DIAGNOSTIC PROCEDURES

Title of Product: Functional Profile

Program Content Area(s) * A, B, C, D, F

Price $7.50**

General Objective To assess functioning level in order to develop appropriate programming for the child.

Format Checklist

Person Implementing:

☐ **Administrative**
☒ **Instructional**
☒ **Para-professional**
☐ **Consultant**
☐ **Ancillary Staff**

Standardized: Yes ☐ No ☒

No. of Pages 21

Package Components Not Applicable

How is this product specifically used in this particular component of your project? This product is utilized by the Child Development Worker to assess functioning in the areas of: Social, Cognitive Linguistic, Gross Motor, Fine Motor, Eating, Toileting, and Dressing.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ____________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	X

Abstract	Evaluation
The Functional Profile is an assessment tool utilized by the Child Development Worker to evaluate the child's functioning levels in the areas of Social, Cognitive Linguistic, Gross Motor, Fine Motor, Eating, Toileting, and Dressing. This assessment tool is appropriate for children functioning between the ages of 0 and 6 years.	

This product may be ordered from:

Replication of a 0-3 Project
913 N. Western
Peoria, Illinois 61604

***use descriptors in item 1, preceding page**
**part of a total Diagnostic/Prescriptive program, price includes postage

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: Developmental Therapy Evaluation

Program Content Area(s) * D1, [illegible]

Price $7.50**

General Objective To fully evaluate the child's motor functioning

Format Checklist

Person Implementing:

- ___ Administrative
- ___ Instructional
- ___ Para-professional
- ___ Consultant
- X Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 9

Package Components Not Applicable

How is this product specifically used in this particular component of your project? The Developmental Therapist (OT/PT) uses this evaluation to assess the child's overall motor functioning.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
The Developmental Therapy Evaluation is an assessment tool utilized by the Developmental Therapist (OT/PT) to determine the child's overall motor functioning level.	

This product may be ordered from:

Replication of a 0-3 Project
913 N. Western
Peoria, Illinois 61604

***use descriptors in item 1,** page 365.

**part of a total Diagnostic/Prescriptive program, price includes postage

PRESCRIPTIVE PROCEDURES

This section reflects briefly this projects activities in the area of Prescriptive Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 ____ Reading Skills
  B.4 ____ Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 ____ other
____ E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. ____ Interviews
  ____ Family
  ____ Medical
  ____ Educational
  ____ Health/Mental Health related Services
D. Team Approach: (Membership)

Speech and Language Pathologist ____ ____

Child Development Worker ____ ____

Development Therapist ____ ____

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Correlated Language Program
B. Child Development Lesson Plan Manual
C. Project E.A.R.N. Notebook: Motor Development

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED PRESCRIPTIVE PROCEDURES

Title of Product: Correlated Language Program

Program Content Area(s) * C

Price $7.50**

General Objective To promote speech and language development in the delayed child

Format Hard cover, loose leaf binder

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
X Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 9

Package Components 3 lesson plan notebook

How is this product specifically used in this particular component of your project? Lesson plans are targeted with the child development worker and pulled from the program by the speech and language pathologist. The child development worker in turn takes the plan into the home for the parent to teach.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
							X

Abstract	Evaluation
This program is based on the developmental sequence of language acquisition. Individual plans within each category are directed to meeting specific objectives at a particular state in the speech and language development of handicapped individuals.	

This product may be ordered from:

Replication of a 0-3 Project
913 N. Western
Peoria, Illinois 61604

*use descriptors in item 1, preceding page
**part of a total Diagnostic/Prescriptive program, price includes postage.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
PRESCRIPTIVE PROCEDURES

Title of Product: Child Development Lesson Plan Manual

Program Content Area(s) * A, B, C, D, F

Price $7.50**

General Objective To provide specific teaching procedures in areas of delayed development.

Format Hard cover loose leaf binder

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages Over 100

Package Components One lesson plan notebook

How is this product specifically used in this particular component of your project? Appropriate lesson plans are pulled from the program by the child development worker to be taken into the home for the parent to teach.

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	X

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Abstract	Evaluation
This is a series of lesson plans to promote development in the areas of verbal mimic, non-verbal mimic, identification, attending, following directions, matching, labeling, motor, self help.	

This product may be ordered from:

Replication of a 0-3 Project
913 N. Western
Peoria, Illinois 61604

*use descriptors in item 1, page 368.

**part of a total Diagnostic/Prescriptive program, price includes postage.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED PRESCRIPTIVE PROCEDURES

Title of Product: Project E.A.R.N. Notebook: Motor Development

Program Content Area(s) * D

Price $2.00

General Objective To promote development in the motorically delayed child.

Format Loose bound notebook

Person Implementing:

____ Administrative
X Instructional
____ Para-professional
____ Consultant
X Ancillary Staff

Standardized: Yes ____ No X

No. of Pages Over 25

Package Components Notebook

How is this product specifically used in this particular component of your project? Plans are pulled from this program to be utilized in the homebound situation by the child development worker.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ____________________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	X

Abstract	Evaluation
This is a series behaviorally written plans designed to promote motor development in the handicapped or developmentally delayed child.	The program was field tested at those centers which Project E.A.R.N. staff serve as behavioral consultants.

This product may be ordered from:

Project E.A.R.N.
3833 N. War Memorial Dr.
Peoria, Illinois 61614

*use descriptors in item 1, page 368.

IN-SERVICE PROGRAMS

Type: Workshop X Demonstration ____ Lecture ____

Other (specify) ____

Title of Workshop, Demonstration, etc. A Model for an Interdisciplinary Approach to Early Education for Handicapped Children Ages 0-3 Years

Target Population:* 1, 2, 4, 5, 6, 7, 8, 9, 12

Is this a mediated presentation? Yes X No ____

If yes, what media is used: Overheads, Video Tape, Slide-tape presentation

General Objectives: This in-service program is used to provide individuals with a working knowledge of the Allied Agencies Developmental Training Programs (1) Diagnostic and Evaluation Procedure; (2) Homebound Programming and Delivery of Service; (3) Correlated Language Program; (4) Hearing Impaired Curriculum; (5) Developmental Therapy Programming (Occupational and Physical Therapy); (6) Modular Classroom System; (7) 0-3 Funding and Public Awareness Components; (8) Medical and Genetic Counseling Services; (9) Parent Involvement.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?		X
Is evaluation available? A. Program	X	
B. Participant	X	
Is it published?		X
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?	X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

IN-SERVICE PROGRAMS

Type: Workshop X Demonstration ____ Lecture ____

Other (specify) ____

Title of Workshop, Demonstration, etc. Home Programming for the 0-3 Handicapped Child - Meeting the Needs of the Total Family

Target Population:* 1, 2, 3, 4, 5, 6, 7, 8, 9, 12

Is this a mediated presentation? Yes X No ___

If yes, what media is used: Films; Overheads; Slide-tape

General Objectives: This in-service training program is used to provide individuals with: (1) An insight into working with the handicapped child and his/her parents; (2) A framework for planning and developing parent involvement programs; (3) An introduction to the Peoria 0-3 Model; (4) An insight into the development of a Homebound Program; (5) A model for training parents to teach in the home.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?		X
A. Program	X	
Is evaluation available? B. Participant	X	
Is it published?		X
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?	X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

IN-SERVICE PROGRAMS

Type: Workshop __X__ Demonstration ______ Lecture ______

Other (specify) ____________________

Title of Workshop, Demonstration, etc. An In-Depth Study of Specialized Components Applicable to Effective 0-3 Programming

Target Population:* 1, 2, 5, 6, 7, 8

Is this a mediated presentation? Yes __X__ No ___

If yes, what media is used: Slide-tape, Video, Overheads

General Objectives: This in-service training program is used to provide individuals with an in-depth knowledge in the areas of: (1) Curriculum Development; (2) Communication Techniques for the Non-Verbal Child; (3) Positive Teaching Procedures

	Yes	No
Is specific information of workshop, etc. applicable to this project only?		X
Is evaluation available? A. Program	X	
B. Participant	X	
Is it published?		X
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?	X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

BOOKS, ARTICLES, PUBLICATIONS
(CENTER/PROGRAM DEVELOPED)

Books:

0-3 Replication Project Staff. Replication of a 0-3 Project. 2nd Ed., Peoria, Illinois: Allied Agencies Center, 0-3 Replication Project, 1975.

Articles:

AADPT Child Development Staff. Observational Guidelines for Family Interaction. Peoria, Illinois: Allied Agencies Center, 0-3 Replication Project, 1975.

__________. Functional Profile. Peoria, Illinois: Allied Agencies Center, 0-3 Replication Project, 197..

AADPT Developmental Therapy Staff. Rationale for Utilization of Particular Types of Adaptive Equipment and Stimulation Techniques. Peoria, Illinois: Allied Agencies, 0-3 Replication Project, 1975.

AADPT Speech and Language Staff. Correlated Language Program. Peoria, Illinois: Allied Agencies Center, 0-3 Replication Project.

0-3 Replication Project Staff. Bibliography for Working with the Young Handicapped Child. Peoria, Illinois: Allied Agencies Center, 0-3 Replication Project, 1975.

Constance J. Smiley. The Modular System as Implemented in Early Childhood Classes. Peoria, Illinois: Allied Agencies Center, 0-3 Replication Project, 1975.

Bonnie Carter. Parent Involvement Group Series. Peoria, Illinois: Allied Agencies Center, 0-3 Replication Project, 1975.

0-3 Replication Staff and Project E.A.R.N. Staff. Toilet Training Methods. Peoria, Illinois: Allied Agencies Center, 0-3 Replication Project, 1975.

Training Tapes:

AADPT Developmental Therapy Staff. Feeding the Handicapped Child. Peoria, Illinois: Allied Agencies Center, 0-3 Replication Project.

AADPT Speech and Language Staff and 0-3 Replication Staff. Communication Techniques for the Non-Verbal Child. Allied Agencies Center, 0-3 Replication Project, 1975.

0-3 Replication Staff. Modular Classroom Programming. Peoria, Illinois: Allied Agencies Center, 0-3 Replication Project, 1975.

TEACHING RESEARCH INFANT AND CHILD CENTER

The Teaching Research Infant and Child Center (TRICC) consists of three sets of unique educational and training components, all designed to provide services for handicapped and non-handicapped children, their parents and interested professionals. The three components include classroom, clinic and group home models. The Center is supported by grants from the Bureau of Education for the Handicapped, United State Office of Education and from various State agencies such as the Division of Mental Health, Children's Services Division and State Department of Education.

The classroom components include the following: (1) Preschool for Handicapped, (2) Preschool/Day Care, (3) Prescriptive, (4) Toddler and, (5) Severely Handicapped classroom.

All classes are data based in that they are dependent upon continuous evaluation techniques which monitor each child's behavior for the prupose of facilitating appropriate instructional decisions. They use a prescriptive curriculum and individual programming. The curriculum, The Teaching Research Curriculum for Moderately & Severely Handicapped, encompasses the skill areas of self-help, receptive and expressive language, gross and fine motor and cognitive development. Terminal behavioral objectives are included for each skill area and in addition, complete task analyses, reduced to a degree suitable for the most severely handicapped child are provided. Placement in the Curriculum is facilitated by a pretest and for pupils whose skill level is beyond the Curriculum, programs are conducted in Distar or other commercially produced materials.

Each child has an individual program, with the younger handicapped children being instructed on a one to one basis, and the older more capable pupils being instructed in group settings. Trained volunteers are used to conduct the individual programs. The assistant teacher is responsible for managing pupils when they are not in an individual or group instructional setting. The teacher's role is one of classroom manager, who insured that volunteers and pupils are properly scheduled and who monitors the programs and progress of the children. She also assists in the updating of programs and in the training of volunteers. Parents are utilized as volunteers which necessitates close coordination between the school and the home, a provision of this model.

The parent Training Clinic consists of developing parental competencies in behaviorally based intervention programs. Programs are designed to remediate dysfunctions in survival skills, language development, pre-academic/academic skills and social adjustment with weekly individual family training sessions focusing on one of these areas. Behavioral intervention principles are introduced to the parents as needed. Frequency of return visits is determined by the progress of the child and termination of cases is based upon successful modification of the problem presented. This Clinic design has been adopted by the Division of Mental Health as the parent training model in eight counties in Oregon.

The Infant Clinic serves parents of handicapped and high risk infants, ages six to 12 months. This Clinic utilizes the same model as the Parent Training Clinic.

The two group homes, located in the local community are designed to provide a community based program for handicapped children who might otherwise be institutionalized. The homes are supervised by house parents and they provide 24 hour service to the children. During the day the children attend class in the Center and are returned to the home for home-based programming. Natural parents and foster parents are trained in the home to manage handicapped children in a home life environment.

One week training is available in all components of the Center to any interested individual. Training in each component encompasses all aspects of that component which are presented in a training packet to each trainee.

PROGRAM SUMMARY

Name: Teaching Research Infant and Child Center

Director: A.D. Fredricks and William Moore

Mailing Address: Teaching Research, Todd Hall
Monmouth, Oregon 97361

Phone Number: 503/838-1220

Administrative Agency: Oregon State System of Higher Education

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)						
Retarded (Sev)	5		4			9
Sev. Emot. Dist.			4	3		7
Mult. Handicapped		16				16
Other (indicate specific handicap						
Normal	5					5
TOTAL	10	16	8	3		37

General population in service area: Rural (under 50,000) X
Urban (over 50,000) ____

PROGRAM STAFF

Title	Number of Program Staff Per Position	% of Time
Administrative		
Directors	2	50
Secretarial	1	100
Professional		
Teachers	3	100

PROGRAM STAFF CONT.

Title	Number of Program Staff per Position	% of Time
Para-Professional		
Teacher's Aides	2	100
Parents	10	4 hrs. per week
Volunteers	15	6 hrs. per week

PROGRAM RESOURCES
BY HANDICAPPING CONDITIONS

HANDICAPPING CONDITIONS

PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices	W	W	W	W
Diagnostic Procedures	Y	Y	Y	Y
Prescriptive Techniques	Y	Y	Y	Y
Child's Program Evaluation Procedure	Y	Y	Y	Y
In-Service Program	Y	Y	Y	Y
Parent Services	Y	Y	Y	Y
Mediated Presentations (Administrative	W	W	W	W
Mediated Presentations (Programmatic	W	W	W	W
Books, Articles, and Publications	Y	Y	Y	Y

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

DIAGNOSTIC PROCEDURES

This section reflects briefly this projects activities in the area of Diagnostic Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

__X__ A. Self Help
__X__ B. Communications
  B.1 __X__ Listening Skills
  B.2 __X__ Speaking Skills
  B.3 __X__ Reading Skills
  B.4 __X__ Writing Skills
__X__ C. Cognitive

__X__ D. Motor Development
  D.1 __X__ gross
  D.2 __X__ fine
  D.3 __X__ other
__X__ E. Emotional Development (intra personal)
__X__ F. Socialization (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. __X__ Observation
C. __X__ Behavioral
D. ____ Interviews
  ____ Family
  ____ Medical
  ____ Educational
  ____ Health/Mental Health related Services
D. Team Approach: (Membership)

Teacher

Assistant teacher

Additional staff called in when appropriate

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Teaching Research Pretests for Curriculum for Moderately and Severely Retarded
B. Teaching Research Curriculum for Moderately and Severely Handicapped

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: Teaching Research Curriculum for Moderately and Severely Handicapped

Program Content Area(s) * A,B,C,D

Price Unknown at present

General Objective Terminal behaviors in above areas sequenced and task analyzed for teaching

Format Curriculum guide

Person Implementing:

- X **Administrative**
- X **Instructional**
- X **Para-professional**
- ___ **Consultant**
- ___ **Ancillary Staff**

Standardized: **Yes** X **No** ___

No. of Pages 180

Package Components Book

How is this product specifically used in this particular component of your project? Children are identified and screened prior to entering the program. This is done by other agencies. (Crippled Children's Division, Children's Service Division, Mental Health, O.C.E. Speech and Hearing Clinic, etc.)

Is this product currently available?
Yes X **No** ___
(If no, please indicate date it will be available ____________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	X

Abstract	Evaluation
The Curriculum encompasses the skill areas of self-help, receptive and expressive language, gross and fine motor and cognitive development. Terminal behavioral objectives are included for each skill area and in addition, complete task analyses, reduced to a degree suitable for the most severely handicapped child are provided. Placement in the Curriculum is faciliated by a pretest and for pupils whose skill level is beyond the Curriculum, programs are conducted in Distar or other commerically published materials.	Used by over 150 teachers of multiple handicapped children in Oregon for a five year period. All teachers provided input into programs and format. Staff of Teaching Research evaluated pupil progress in curriculum and revised it into final form.

This product may be ordered from: Charles C. Thomas
301-327 E. Lawrence
Springfield, Illinois 62717

***use descriptors in item 1, preceding page**

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: Teaching Research Pretests for Curriculum for Moderately and Severely Retarded

Program Content Area(s) * ____

Price Undetermined

General Objective It produces a comprehensive profile of child's function in all curriculum areas.

Format Checklist

Person Implementing:

- ___ Administrative
- X Instructional
- ___ Para-professional
- ___ Consultant
- ___ Ancillary Staff

Standardized: Yes X No ___

No. of Pages 8

Package Components not applicable

How is this product specifically used in this particular component of your project? Each child is screened using the Pretests. This quickly gives a comprehensive profile indicating the level at which the child is functioning in all curriculum areas.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ____)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
The pretest is keyed to the curriculum which encompasses the areas of self-help, expressive and receptive language, gross and fine motor and cognitive skills. As all pretests are developmentally sequenced the pretests document the level at which the child is operating in the curriculum areas. This combined with interviews allows us to identify and screen children.	Used by 150 teachers of multi-handicapped children in Oregon for a 5 year period in conjunction with the Teaching Research Curriculum. All teachers provided input as to the effectiveness of the pretests in initial screening. Pretests were revised into the final form.

This product may be ordered from:

Charles C. Thomas
301-327 East Lawrence
Springfield, Illinois 62717

***use descriptors in item 1,** page 381.

PRESCRIPTIVE PROCEDURES

This section reflects briefly this projects activities in the area of Prescriptive Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

__X__ A. Self Help
__X__ B. Communications
  B.1 __X__ Listening Skills
  B.2 __X__ Speaking Skills
  B.3 __X__ Reading Skills
  B.4 __X__ Writing Skills
__X__ C. Cognitive

__X__ D. Motor Development
  D.1 __X__ gross
  D.2 __X__ fine
  D.3 __X__ other
__X__ E. Emotional Development (intra personal)
__X__ F. Socialization (intra personal)

2. Method:

A. _____ Anecdotal Reporting/Historical Research
B. __X__ Observation
C. __X__ Behavioral
D. _____ Interviews
  _____ Family
  _____ Medical
  _____ Educational
  _____ Health/Mental Health related Services
D. Team Approach: (Membership)

Teacher

Assistant teacher

Additional staff called in when appropriate

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Teaching Research Curriculum for Moderately and Severely Handicapped (See description under Product Information section for Diagnostic Procedures).

CHILD PROGRESS EVALUATION

This section reflects briefly this projects activities in the area of Child Progress Evaluation. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 X Reading Skills
  B.4 X Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 X other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. ____ Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. ____ Interviews
  ____ Family
  ____ Medical
  ____ Educational
  ____ Health/Mental Health related Services
D. Team Approach: (Membership)

Teacher

Assistant teacher

Additional staff called in when appropriate

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Teaching Research Curriculum for Moderately and Severely Handicapped (See description under Product Information section for Diagnostic Procedures).

IN-SERVICE PROGRAMS

Type: Workshop X Demonstration X Lecture X

Other (specify) ____

Title of Workshop, Demonstration, etc. Teaching Research Data Base Training Program: Classroom, Parent Training Clinic, and Group Home Management Training

Target Population:* 1,2,3,4,5.7,9,10

Is this a mediated presentation? Yes ___ No X

If yes, what media is used: not applicable.

General Objectives: At the completion of the training program the trainee will be able to: (1) Assess children's abilities in the skill areas of self-help, receptive and expressive language, gross and fine motor and cognitive development; (2) Design individual instructional programs in the skill areas listed above using the Teaching Research Curriculum for Moderately and Severely Handicapped Children; (3) Update each child's program on a daily basis, using progress data from one day to plan for the following day; (4) Rewrite teaching sequences as necessary to accommodate the learning idiosyncrasies of any child and (5) Train, schedule and evaluate aides and volunteers working in the program.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?		X
Is evaluation available? A. Program	X	
B. Participant	X	
Is it published?	X	
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?	X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

PUBLIC AWARENESS

Public awareness is a critical part of this prgram and has been developed as follows:

A number of approaches have been taken to make the public aware of our project. Our concern has been for the people in the local community, in Oregon and those on a national level.

The staff of the Center has made a concerted effort to present the program to as many groups as possible. This includes local and state professional and parent groups. Numerous material presentations have been made at national professional conventions and training workshops.

Through training efforts, a wide variety of professionals have become aware of our program. Over 100 preschool handicapped teachers have been trained for the Mental Health Division, Oregon. In addition, more than 150 college students per year have been trained and worked in the Center as volunteers. Materials developed in the Center have been organized for use in a college teaching program. This material was used during the summer of 1975 at the University of Montana.

Another aspect of training has been the training of parent trainers. These are professional individuals who are operating parent training clinics in Mental Health facilities, school districts and other agencies.

The Center is open for visitors each Tuesday and Thursday. Visitors are given a description of the Center and a complete tour of the facility. Over 300 people visited the Center during 1974-75.

Teaching Research publishes a series of newsletter editions which describe the activities of the Teaching Research Infant and Child Center. These letters are mailed to all interested persons and agencies in the State who work with handicapped children

Frequent articles are published in the local newspapers concerning the activities of the center.

Staff members present lectures, demonstrations and workshops at Regional and National Conferences. (American Association for Mental Deficiency, Council for Exceptional Children, Oregon Association for Retarded Citizens, National Foster Parents Association). Lectures are delivered to interested local service groups and university classes. The Teaching Research Infant and Child Center is open to all visitors 2 days each week. The components and activities of the center are described, then visitors are conducted through the facilities including the group homes.

Frequent articles are published in professional magazines; Mental Retardation, Child Care quarterly Exception Children.

All of the above functions have assisted us in effectively generating public awareness for our program.

BOOKS, ARTICLES, PUBLICATIONS
(CENTER/PROGRAM DEVELOPPED)

Books: The Teaching Research Curriculum for Moderately and Severely Handicapped

Isn't It Time He Outgrew This?

A Data Based Classroom for Moderately and Severely Handicapped

The Teaching Research Motor Development Scale

Articles: Cycles

Publications: Toilet Training the Handicapped Child

TOTAL MILIEU APPROACH TO HANDICAPPED INFANT EDUCATION

MAJOR OBJECTIVES

The goal of the project is to enhance the natural environment of the handicapped infant, establishing a total milieu that will assist in preventing and modifying some of the physical, sensory motor, perceptual and emotional impediments to optimum adjustment, learning and performance.

CHARACTERISTICS OF CHILDREN SERVED

Infants from birth to 2 1/2 years with suspected or diagnosed handicapping or high risk factors, who reside in Suffolk County, Long Island.

MAJOR PROJECT COMPONENTS

An infanteacher makes weekly visits to the infants home to work with him and his prime caregiver. The baby and his parents also visit the center one to three days each week to participate in the program designed to meet the individual needs of each family. This program includes, as appropriate, physical therapy, prespeech and feeding therapy, medical evaluation, developmental evaluation, and individual and group counselling.

NOTABLE PROJECT FEATURES

Beginning with the initial contact, the parents participation and feedback to us is an integral part of the total program. The curriculum is designed to concentrate on careful preparation of the prime caregiver and the professional team together to provide a richness of experience not usually available to a handicapped infant. The professional team consists of: audiologist, infanteacher, physical rehabilitation therapist, physician, psychologist, social worker, and speech pathologist and consultant medical services as needed. For the infant the educational model is the home rather than the school with the prime caregiver the most crucial person in that model. Our staff training program includes interdisciplinary workshops attended by all members of the professional team. Workshops have included the following area of concerns: Piagetian theory dealing with infant death, newer developmental techniques and theory, counselling theory and practice, understanding Black and Puerto Rican cultures.

PROGRAM SUMMARY

Name: Total Milieu Approach to Handicapped Infant Education

Director: Claire Salant

Mailing Address: 159 Indian Head Road
Commack, New York 11725

Phone Number: 516/543-2560

Administrative Agency: Suffolk Rehabilitation Center

NUMBER OF CHILDREN SURVEYED BY HANDICAPPED CONDITION

Handicap Condition	Numbers by Ages					
	(0-2)	(3-5)	(6-12)	(13-18)	(19+)	TOTAL
Retarded (Prof)						
Retarded (Sev)						
Sev. Emot. Dist.						
Mult. Handicapped	85					85
Other (indicate specific handicap						
TOTAL	85					85

General population in service area: Rural (under 50,000) ____
Urban (over 50,000) X

PROGRAM STAFF

Title	Number of Staff Per Program Position	% of Time
Administrative		
Directors	1	100
Administrative Asst.	1	60
Secretarial	1	100
Professional		
Teachers	5	100
Psychologists	1	80
Occupational Therapist	1	100
Social Worker	1	40
Medical	1	100
Physical Therapist	6	100
Speech Pathologist	4	100

PROGRAM STAFF CONT.

Title	Number of Program Staff per Position	% of Time
Para-Professional		
Parents	85	100
Grandmother	1	100
Baby sitter	2	100

PROGRAM RESOURCES BY HANDICAPPING CONDITIONS

	HANDICAPPING CONDITIONS			
PROGRAM RESOURCES	Severely Retarded	Profoundly Retarded	Severely Emotionally Disturbed	Multi-Handicapped
Identification Screening Devices				Y W Z
Diagnostic Procedures				W Y
Prescriptive Techniques				W
Child's Program Evaluation Procedure				W
In-Service Program				W
Parent Services				W Y
Mediated Presentations (Administrative				
Mediated Presentations (Programmatic				Y
Books, Articles, and Publications				Y

W = Center Developed Program, Not Currently Available for Distribution
X = Center Developed Program, Available for Limited Distribution (15-20) copies
Y = Center Developed Program, Available for General Distribution
Z = Commercially Available Materials Used

IDENTIFICATION AND SCREENING PROCEDURES

This section reflects briefly this projects activities in the area of Identification and Screening. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

    X A. Self Help
    X B. Communications
        B.1 X Listening Skills
        B.2 X Speaking Skills
        B.3 ___ Reading Skills
        B.4 ___ Writing Skills
    X C. Cognitive
    X D. Motor Development
        D.1 X gross
        D.2 X fine
        D.3 X other
    X E. Emotional Development (intra personal)
    X F. Socialization (intra personal)

2. Method:

    A. X Anecdotal Reporting/Historical Research
    B. X Observation
    C. ___ Behavioral
    D. X Interviews
        X Family
        X Medical
        X Educational
        X Health/Mental Health related Services
    D. Team Approach: (Membership)

    Pediatrician
    Psychologist
    Neuro-Dev. Therapist
    Speech Pathologist
    Infanteacher
    Social Worker

3. Format:

    The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

    A. Parent Report-Infant Edition

    B. Denver Developmental Screening Test

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
IDENTIFICATION AND SCREENING PROCEDURES

Title of Product: Parent Report - Infant Edition

Program Content Area(s) * All content areas

General Objective To obtain parents perceptions of historical development of their baby.

Price Free

Format Questionnaire

Person Implementing:

___ Administrative
_X_ Instructional
_X_ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No _X_

No. of Pages 10

Package Components Printed paper form

How is this product specifically used in this particular component of your project? Parents fill out part of this form during their baby's medical evaluation with the help of the pediatrician; it is filled out later, in greater detail at home, with the aid of the infanteacher if necessary.

Is this product currently available?
Yes _X_ No ___
(If no, please indicate date it will be available ____________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
Parent's self-report of their baby, covering such areas as pregnancy; birth; the newborn; the baby at home; illness; family history; baby behavior and physical condition and baby's development. Shows parents insight into problem.	Another version of this form has been in operation at Suffolk Rehabilitation Center for 10 years, during which time it has proven valuable to all staff members involved with a child. This is a revised version geared to the needs of infant evaluation and treatment--it has been in use in the infant program for 2 years and has also been a valuable information gathering tool.

This product may be ordered from:

Suffolk Rehabilitation Center
159 Indian Head Road
Commack, New York 11725

*use descriptors in item 1, preceding page

DIAGNOSTIC PROCEDURES

This section reflects briefly this projects activities in the area of Diagnostic Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

___ A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 ___ Reading Skills
  B.4 ___ Writing Skills
X C. Cognitive
X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 X other
X E. Emotional Development (intra personal)
___ F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  X Medical
  X Educational
  X Health/Mental Health related Services
D. Team Approach: (Membership)

Pediatrician	Speech Pathologist	Social Worker
Psychologist	Infanteacher	
Neuro-dev. therapist		

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Modification of Leiter International Test.
B. Modification of Bayley Scales of Infant Development.
C. Home Evaluation Assessment Scale
D. Infant Motor Rating Scale
E. SRC Language Development Scale

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
DIAGNOSTIC PROCEDURES

Title of Product: Modification of Leiter International Test

Program Content Area(s) *C

Price Free

General Objective To assess cognition in multi-handicapped youngsters with severe speech and motor involvement.

Format Wood blocks & board

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 2

Package Components Explanation and diagram of alternative equipment with test items to which they are applicable.

How is this product specifically used in this particular component of your project? Used to assess intelligence in older handicapped youngsters for whom the Bayley Scales (standard or modified) is not appropriate.

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Abstract	Evaluation
The Leiter was originally designed for deaf or hard-of-hearing groups as it does not require spoken language. Base age is 2 years. Modification was designed so that intelligence could be assessed in a language deficient child who has motor difficulties.	Standardized assessment equipment enlarged so it can be used for children with motor difficulties-tested with good results on some babies in our infant program.

This product may be ordered from: Suffolk Rehabilitation Center
159 Indian Head Road
Commack, New York 11725

*use descriptors in item 1, preceding page

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: Modification of the Bayley Scales of Infant Development

Program Content Area(s) *C

Price Free

General Objective To better assess cognition in handicapped infants 6 months to 3 years.

Format Standard Bayley plus modified equipment.

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 3

Package Components Explanation and diagram of alternative equipment with test items to which they are applicable.

How is this product specifically used in this particular component of your project? In addition to administering the standardized Bayley Scale the psychologist will, where appropriate, administer the modification, developed to better assess a youngster's mental functioning where his handicapping condition interferes with his ability to demonstrate intelligence.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
Changes of standardized Bayley in positioning a child and size of equipment used, in order to circumvent the effect of a child's handicapping condition on the assessment of the current developmental level of his mental or cognitive processes	Administered to many babies in program after standardized Bayley is given. Although MDI's often do not change, it has proven valuable for fine differentiation and clarification.

This product may be ordered from: Suffolk Rehabilitation Center
159 Indian Head Road
Commack, New York 11725

*use descriptors in item 1, page 395.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED
DIAGNOSTIC PROCEDURES

Title of Product: Home Evaluation Assessment Scale

Program Content Area(s) *E, F

Price n/a

General Objective To assess family environment of infants in terms of emotional content so as to facilitate intervention effectiveness.

Format Assessment checklist

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 12

Package Components Paper form

How is this product specifically used in this particular component of your project? Will be used to compare perceptions of a family dynamics among staff members and to use valid perceptions to better serve each family.

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
			X				

Is this product currently available?
Yes ___ No X
(If no, please indicate date it will be available n/a)

Abstract	Evaluation
Checklists assessing affect of father, mother, parent-to-parent, parents to handicapped child, children to children, home, family to SRC, etc.	Interdisciplinary use with comparisons of perceptions.

This product may be ordered from:

*use descriptors in Item 1, page 395.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: Infant Motor Rating Scale

Program Content Area(s) *D 1, 2, 3

Price Free

General Objective To assess motor development in handicapped infants for evaluation and therapy.

Format Graded Checklist

Person Implementing:

___ Administrative
_X_ Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No _X_

No. of Pages 4

Package Components Checklist

How is this product specifically used in this particular component of your project? Used by neurodevelopmental therapists to systematically assess base line, and development of motor skills in handicapped youngsters. It is also used as a guide for infanteachers.

Is this product currently available?
Yes _X_ No ___
(If no, please indicate date it will be available ___________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
This rating scale is broken up into patterns with various developmental levels within each area: head control, eye-hand gross motor, rolling patterns, etc.	Used by various staff members to test between-rater reliability.

This product may be ordered from:
Suffolk Rehabilitation Center
159 Indian Head Road
Commack, New York 11725

*use descriptors in item 1, page 395.

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED DIAGNOSTIC PROCEDURES

Title of Product: SRC Language Development Scale

Program Content Area(s) * B 1,2

Price Free

General Objective To assess receptive and expressive language level of handicapped children-birth to 6 years.

Format Developmental checklist

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages 9

Package Components Paper form

How is this product specifically used in this particular component of your project? Used by speech pathologists and infanteachers to systematically assess and record base lines and development of language skills in handicapped youngsters.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ____________)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
						X	

Abstract	Evaluation
Scale breaks various developmental receptive and expressive skills into components, so that language development may be meaningfully assessed.	Used by various members of staff to assess between-rater reliability.

This product may be ordered from:

Suffolk Rehabilitation Center
159 Indian Head Road
Commack, New York 11725

*use descriptors in item 1, page 395.

PRESCRIPTIVE PROCEDURES

This section reflects briefly this projects activities in the area of Prescriptive Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self-Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 ___ Reading Skills
  B.4 ___ Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 X other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  X Medical
  X Educational
  X Health/Mental Health related Services

D. Team Approach: (Membership)

Neuro-dev. Therapist		
Infanteacher	Psychologist	
Speeach pathologist		

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

No standard format reported for developing the individualized curriculum for each infant that enters this program.

CHILD PROGRESS EVALUATION

This section reflects briefly this projects activities in the area of Child Progress Evaluation. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

X A. Self Help
X B. Communications
  B.1 X Listening Skills
  B.2 X Speaking Skills
  B.3 ___ Reading Skills
  B.4 ___ Writing Skills
X C. Cognitive

X D. Motor Development
  D.1 X gross
  D.2 X fine
  D.3 X other
X E. Emotional Development (intra personal)
X F. Socialization (intra personal)

2. Method:

A. X Anecdotal Reporting/Historical Research
B. X Observation
C. X Behavioral
D. X Interviews
  X Family
  X Medical
  X Educational
  ___ Health/Mental Health related Services

D. Team Approach: (Membership)

Pediatrican	Psychologist	
Speech Pathologist	Neuro-dev. therapist	
Infanteacher	Social Worker	

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

A. Modification of Leiter International Test
B. Modification of Bailey Scales of Infant Development
C. SRC Language Development Scale
D. Infant Motor Rating Scale

These tools are also used in the diagnostic process. The product information forms for the four progress evaluation tools are listed under the section on Diagnostic Procedures.

PARENT SERVICES

This section reflects briefly this projects activities in the area of Diagnostic Procedures. Checked items indicate areas in which this program has ongoing activities.

1. Content Area

____ A. Self Help
____ B. Communications
    B.1 ____ Listening Skills
    B.2 ____ Speaking Skills
    B.3 ____ Reading Skills
    B.4 ____ Writing Skills
____ C. Cognitive

____ D. Motor Development
    D.1 ____ gross
    D.2 ____ fine
    D.3 ____ other
_X_ E. Emotional Development (intra personal)
____ F. Socialization (intra personal)

2. Method:

A. _X_ Anecdotal Reporting/Historical Research
B. _X_ Observation
C. _X_ Behavioral
D. _X_ Interviews
    ____ Family
    ____ Medical
    ____ Educational
    ____ Health/Mental Health related Services
D. Team Approach: (Membership)

Infanteacher ____________ ____________
Psychologist ____________ ____________
Social Worker ____________ ____________

3. Format:

The following are products used for delivery of services. They may be project developed or obtained commercially. Information forms are provided for the project developed products.

Parent Attitude Survey - Form M (mother)

PRODUCT INFORMATION FORM FOR PROJECT DEVELOPED PARENT SERVICES

Title of Product: Parent-Attitude Survey - Form M

Program Content Area(s) *E

General Objective To determine the effectiveness of the program's counseling component in meeting the emotional needs of parents.

Price Free

Format Questionnaire

Person Implementing:

___ Administrative
X Instructional
___ Para-professional
___ Consultant
___ Ancillary Staff

Standardized: Yes ___ No X

No. of Pages n/a

Package Components Paper form

How is this product specifically used in this particular component of your project? This form is filled out by a mother before she becomes actively involved in ths program. After it was presented to her by someone in the program who has early contact with her (infanteacher, social worker), the mother completes the form again at one year intervals.

Is this product currently available?
Yes X No ___
(If no, please indicate date it will be available ___)

Stage of Development

1. Planning	2. Design	3. Development	4. Pilot Testing	5. Revision	6. Field Testing	7. Complete	8. Copyright
					X		

Abstract	Evaluation
A questionnaire designed to assess the attitudes of parents (this is the mother form) towards their handicapped child and towards themselves.	For 1 1/2 years, this form has been administered to all mothers upon entry into program, and re-administered at yearly intervals When enough re-evaluations to be meaningful are completed, an analysis will be made of test item reliability. Other program have been asked to field test it also in order to obtain a larger sample for analysis.

This product may be ordered from:

Suffolk Rehabilitation Center
159 Indian Head Road
Commack, New York 11725

*use descriptors in Item 1, preceding page

IN-SERVICE PROGRAMS

Type: Workshop X Demonstration _____ Lecture _____

Other (specify) _____

Title of Workshop, Demonstration, etc. In-service Training Weekends

Target Population:* 1,4,5,6,8,9

Is this a mediated presentation? Yes ___ No X

If yes, what media is used: _____

General Objectives: To evaluate all staff past performances; plan future direction and deal with special issues (e.g, infant death).

	Yes	No
Is specific information of workshop, etc. applicable to this project only?	X	
Is evaluation available? A. Program	X	
Is evaluation available? B. Participant		X
Is it published?		X
Is program open to outside participation?		X
Is end product available to be presented outside this agency?	X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

IN-SERVICE PROGRAMS

Type: Workshop ____ Demonstration X Lecture X

Other (specify) ____

Title of Workshop, Demonstration, etc. Total Communication Course

Target Population:*1,2,5,6,8,9,10,12

Is this a mediated presentation? Yes X No ___

If yes, what media is used: Filmstrips

General Objectives: To teach total communication to parents and professionals working with the deaf or hard of hearing.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?	X	
Is evaluation available? A. Program		X
B. Participant	X	
Is it published?		X
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?		

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

IN-SERVICE PROGRAMS

Type: Workshop ____ Demonstration X Lecture X

Other (specify) ____

Title of Workshop, Demonstration, etc. Normal Motor Development in Infants

Target Population:* 1,3,4,5,6,12

Is this a mediated presentation? Yes X No ___

If yes, what media is used: Slides, tapes, written materials

General Objectives: To understand normal motor development in infants and make possible a comparison with and a better understanding of, abnormal development.

	Yes	No
Is specific information of workshop, etc. applicable to this project only?		X
Is evaluation available? A. Program		X
Is evaluation available? B. Participant		X
Is it published?		X
Is program open to outside participation?	X	
Is end product available to be presented outside this agency?	X	

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*TARGET POPULATION CODES

1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
5. Diagnosticians (incl. psychologists)
6. Medical and Health Personnel
7. Child Care Workers
8. Social Workers
9. Mental Health Personnel
10. Parents of Exceptional Children
11. Advocacy Groups
12. Public Agencies

PUBLIC AWARENESS

Public awareness is a critical part of this program and has been developed as follows:

We use many methods to increase public awareness of our infant program including:

A Cable TV program devoted to The Suffolk Rehabilitation Center, Center, with a few episodes dealing primarily with the infant component.

Attendance, by members of the staff, at conferences and meetings with key people in the community (legislators, doctors, educators) to explain the program and to lecture to various aspects of it.

Inter-agency meetings.

Distribution of a brochure describing the infant program.

Press releases to local newspapers and radio stations.

BOOKS, ARTICLES, PUBLICATIONS
(CENTER/PROGRAM DEVELOPED)

Publications: Levine, Billie. An Approach to the Treatment of the Cerebral Palsied Child, Suffolk Rehabilitation Center, Commack, L.I., 1974.

APPENDIXES

Appendix A: Matrices of Program Resources for the:
- Profoundly Retarded
- Severely Retarded
- Severely Emotionally Disturbed
- Multiple Handicapped

Appendix B: Center Developed Products:
- Identification and Screening Procedures
- Diagnostic Procedures
- Prescriptive Procedures
- Child Progress Evaluation Procedures

Appendix C: In-Service Training Programs

Appendix D: Additional Programs Providing Services to Preschool Handicapped Children

APPENDIX A

MATRICES OF PROGRAM RESOURCES

In order to produce a document which is easy to use, CORRC has taken information from the individual program abstracts and has represented it in a variety of ways.

Each individual project has a matrix associated with its services. There are basically four handicapping conditions to which all projects addressed themselves. From the individual project matrix the following four matrices have been designed to provide a summary overview of all projects in relation to the services they provide. This is to facilitate the use of the document and save time hunting for information specific to a given population.

The following legend explains the letter code used to explain if the project is using commercial materials to do a specific task, if the project is using center developed materials and how available those materials are.

V = Center Developed Program Available on Data Exchange Basis for Purpose of Field Testing

W = Center Developed Program, Not Currently Available for Distribution

X = Center Developed Program, Available for Limited Distribution (15 - 20 copies)

Y = Center Developed Program Available for General Distribution

Z = Commercially available Materials Used

PROGRAM RESOURCES FOR THE PROFOUNDLY RETARDED

PROJECT	IDENTIFICATION AND SCREENING DEVICES	DIAGNOSTIC PROCEDURES	PRESCRIPTIVE TECHNIQUES	CHILD'S PROGRAM EVALUATION PROCEDURE	IN-SERVICE PROGRAM	PARENTS SERVICES	MEDIATED PRESENTATIONS (ADMINISTRATIVE)	MEDIATED PRESENTATIONS (PROGRAMMATIC)	BOOKS, ARTICLES AND PUBLICATIONS
CHAPEL HILL TRAINING-OUTREACH PROJECT									
COMPREHENSIVE TRAINING PROGRAM FOR INFANT AND YOUNG CEREBRAL PALSY CHILDREN									
DEMON. EDUC. SERVICE CENTERS FOR SEVERELY EMOTIONALLY DISTURBED CHILDREN AND YOUTH									
DEMONSTRATION PROGRAM FOR SEVERELY HANDICAPPED CHILDREN	W	W	W	W	W		W	W	
EARLY LEARNING CENTER FOR HANDICAPPED CHILDREN									
ESPERANZA PARA NUESTROS NINOS	Z	Z	Z	Z	W	W	Z	Z	Z
GEORGIA PSYCHOEDUCATIONAL CENTER NETWORK									
INFANT PROGRAM FOR VISUALLY IMPAIRED									
MADISON ALTERNATIVE FOR ZERO EXCLUSION	X	W	W	W	W	W	X	X	X
MAGNOLIA PRESCHOOL PROGRAM	Z	W	Z	X	W	Y	W	W	

PROGRAM RESOURCES FOR THE
PROFOUNDLY RETARDED CONT.

PROJECT	IDENTIFICATION AND SCREENING DEVICES	DIAGNOSTIC PROCEDURES	PRESCRIPTIVE TECHNIQUES	CHILD'S PROGRAM EVALUATION PROCEDURE	IN-SERVICE PROGRAM	PARENTS SERVICES	MEDIATED PRESENTATIONS (ADMINISTRATIVE)	MEDIATED PRESENTATIONS (PROGRAMMATIC)	BOOKS, ARTICLES AND PUBLICATIONS
MODEL DEMON. PROGRAM FOR SEVERELY HANDICAPPED CHILDREN AND YOUTH	W/Z	W/Z	W/Z	W/Z	W	W/Z	W	X	W
MODEL EDUCATION FOR THE SEVERELY HANDICAPPED (PROJECT MESH)	V	V		V	Y		Y	Y	X
MODEL PRESCHOOL CENTER FOR HANDICAPPED CHILDREN	W/Z	W/Z	W/Z	W/X	X	X	Y	X/Y	X/Y
NATIONAL TECHNICAL ASSISTANCE OFFICE-RUTLAND CENTER									
PARENT TAPE TRAINING PROGRAM-OUTREACH PROJECT	W/Z	W/Z	W/Z	W		Y	W	Y	Y
PARENT TRAINING INSTITUTE		Z	Z	Z	W	Y			Y
PORTAGE PROJECT	Z/Y	Z/Y	Y	Y	Y	Y	-	W	Y
PRECISE EARLY EDUCATION OF CHILDREN WITH HANDICAPS (P.E.E.C.H.)	Z								
PROGRAM TO PROVIDE SERVICES TO SEVERELY HANDICAPPED CHILDREN AND YOUTH	W/Z	W/Z	W/Y/Z	W/Z	W/Z	W		W/Y	Y/Z
PROGRAMS UNLOCKING THE SEVERELY HANDICAPPED (P.U.S.H.)									

PROGRAM RESOURCES FOR THE
PROFOUNDLY RETARDED CONT.

PROJECT	IDENTIFICATION AND SCREENING DEVICES	DIAGNOSTIC PROCEDURES	PRESCRIPTIVE TECHNIQUES	CHILD'S PROGRAM EVALUATION PROCEDURE	IN-SERVICE PROGRAM	PARENTS SERVICES	MEDIATED PRESENTATIONS (ADMINISTRATIVE)	MEDIATED PRESENTATIONS (PROGRAMMATIC)	BOOKS, ARTICLES AND PUBLICATIONS
PROJECT MEMPHIS			Y/Z	Y/Z					Y/Z
REPLICATION OF AN INTERDISC. APPROACH TO EARLY EDUC. FOR HANDICAPPED CHILDREN AGES 0-3 YEARS	Y	Y/Z	Y	Y	Y	Y		Y	Y
RUTLAND CENTER									
TEACHING RESEARCH INFANT AND CHILD CENTER	W	Y	Y	Y	Y	Y	W	W	Y
TOTAL MILIEU APPROACH TO HANDICAPPED INFANT EUCATION									

PROGRAM RESOURCES FOR THE SEVERELY RETARDED

PROJECT	IDENTIFICATION AND SCREENING DEVICES	DIAGNOSTIC PROCEDURES	PRESCRIPTIVE TECHNIQUES	CHILD'S PROGRAM EVALUATION PROCEDURE	IN-SERVICE PROGRAM	PARENTS SERVICES	MEDIATED PRESENTATIONS (ADMINISTRATIVE)	MEDIATED PRESENTATIONS (PROGRAMMATIC)	BOOKS, ARTICLES AND PUBLICATIONS
CHAPEL HILL TRAINING-OUTREACH PROJECT	YZ	YZ	YZ	YZ		YZ	YZ		YZ
COMPREHENSIVE TRAINING PROGRAM FOR INFANT AND YOUNG CEREBRAL PALSY CHILDREN									
DEMON. EDUC. SERVICE CENTERS FOR SEVERELY EMOTIONALLY DISTURBED CHILDREN AND YOUTH	W	W	W	W	W		W	W	
DEMONSTRATION PROGRAM FOR SEVERELY HANDICAPPED CHILDREN									
EARLY LEARNING CENTER FOR HANDICAPPED CHILDREN									
ESPERANZA PARA NUESTROS NINOS	Z	Z	Z	Z	W	W	Z	Z	Z
GEORGIA PSYCHOEDUCATIONAL CENTER NETWORK									
INFANT PROGRAM FOR VISUALLY IMPAIRED									
MADISON ALTERNATIVE FOR ZERO EXCLUSION	X	W	W	W	W	W	X	X	X
MAGNOLIA PRESCHOOL PROGRAM	Z	W	Z	X	W	Y	W	W	Y

PROGRAM RESOURCES FOR THE SEVERELY RETARDED CONT.

PROJECT	IDENTIFICATION AND SCREENING DEVICES	DIAGNOSTIC PROCEDURES	PRESCRIPTIVE TECHNIQUES	CHILD'S PROGRAM EVALUATION PROCEDURE	IN-SERVICE PROGRAM	PARENTS SERVICES	MEDIATED PRESENTATIONS (ADMINISTRATIVE)	MEDIATED PRESENTATIONS (PROGRAMMATIC)	BOOKS, ARTICLES AND PUBLICATIONS
MODEL DEMON. PROGRAM FOR SEVERELY HANDICAPPED CHILDREN AND YOUTH	W/Z	W/Z	W/Z	W/Z	W	W/Z	W	X	W
MODEL EDUCATION FOR THE SEVERELY HANDICAPPED (PROJECT MESH)	V	V		V	Y		Y	Y	X
MODEL PRESCHOOL CENTER FOR HANDICAPPED CHILDREN	W/Z	W/Z	W/Z	W/X	X	X	Y	X/Y	X/Y
NATIONAL TECHNICAL ASSISTANCE OFFICE-RUTLAND CENTER									
PARENT TAPE TRAINING PROGRAM-OUTREACH PROJECT	W/Z	W/Z	W/Z	W		Y	W	Y	Y
PARENT TRAINING INSTITUTE		Z	Z	Z	W	Y			Y
PORTAGE PROJECT	Z/Y	Z/Y	Y	Y	Y	Y		W	Y
PRECISE EARLY EDUCATION OF CHILDREN WITH HANDICAPS (P.E.E.C.H.)	Z	W	X	X		Y			Y
PROGRAM TO PROVIDE SERVICES TO SEVERELY HANDICAPPED CHILDREN AND YOUTH	W/Z	W/Z	W/Y/Z	W/Z	W/Z	W		W/Y	Y/Z
PROGRAMS UNLOCKING THE SEVERELY HANDICAPPED (P.U.S.H.)									

PROGRAM RESOURCES FOR THE SEVERELY RETARDED CONT.

PROJECT	IDENTIFICATION AND SCREENING DEVICES	DIAGNOSTIC PROCEDURES	PRESCRIPTIVE TECHNIQUES	CHILD'S PROGRAM EVALUATION PROCEDURE	IN-SERVICE PROGRAM	PARENTS SERVICES	MEDIATED PRESENTATIONS (ADMINISTRATIVE)	MEDIATED PRESENTATIONS (PROGRAMMATIC)	BOOKS, ARTICLES AND PUBLICATIONS
PROJECT MEMPHIS	Y/Z		Y/Z	Y/Z					Y/Z
REPLICATION OF AN INTERDISC. APPROACH TO EARLY EDUC. FOR HANDICAPPED CHILDREN AGES 0-3 YEARS	Y	Y/Z	Y	Y	Y	Y		Y	Y
RUTLAND CENTER	W	Y	Y	Y	Y	Y	W	W	Y
TEACHING RESEARCH INFANT AND CHILD CENTER	W	Y	Y	Y	Y	Y	W	W	Y
TOTAL MILIEU APPROACH TO HANDICAPPED INFANT EUCATION									

PROGRAM RESOURCES FOR THE SEVERELY EMOTIONALLY DISTURBED

PROJECT	IDENTIFICATION AND SCREENING DEVICES	DIAGNOSTIC PROCEDURES	PRESCRIPTIVE TECHNIQUES	CHILD'S PROGRAM EVALUATION PROCEDURE	IN-SERVICE PROGRAM	PARENTS SERVICES	MEDIATED PRESENTATIONS (ADMINISTRATIVE)	MEDIATED PRESENTATIONS (PROGRAMMATIC)	BOOKS, ARTICLES AND PUBLICATIONS
CHAPEL HILL TRAINING-OUTREACH PROJECT									
COMPREHENSIVE TRAINING PROGRAM FOR INFANT AND YOUNG CEREBRAL PALSY CHILDREN									
DEMON. EDUC. SERVICE CENTERS FOR SEVERELY EMOTIONALLY DISTURBED CHILDREN AND YOUTH	W	W	W	W	W		W	W	Y
DEMONSTRATION PROGRAM FOR SEVERELY HANDICAPPED CHILDREN	W/X/Y	W/X/Y	W/X	W/X		W/X/Y			
EARLY LEARNING CENTER FOR HANDICAPPED CHILDREN									
ESPERANZA PARA NUESTROS NINOS	Z	Z	Z	Z	W	W	Z	Z	Z
GEORGIA PSYCHOEDUCATIONAL CENTER NETWORK	Y	Y	Y	Y	Y	Y	Y	Y	Y
INFANT PROGRAM FOR VISUALLY IMPAIRED									
MADISON ALTERNATIVE FOR ZERO EXCLUSION	X	W	W	W	W	W	X	X	X
MAGNOLIA PRESCHOOL PROGRAM	W	W	W	X	W	Y	W	W	Y

PROGRAM RESOURCES FOR THE
SEVERELY EMOTIONALLY DISTURBED CONT.

PROJECT	IDENTIFICATION AND SCREENING DEVICES	DIAGNOSTIC PROCEDURES	PRESCRIPTIVE TECHNIQUES	CHILD'S PROGRAM EVALUATION PROCEDURE	IN-SERVICE PROGRAM	PARENTS SERVICES	MEDIATED PRESENTATIONS (ADMINISTRATIVE)	MEDIATED PRESENTATIONS (PROGRAMMATIC)	BOOKS, ARTICLES AND PUBLICATIONS
MODEL DEMON. PROGRAM FOR SEVERELY HANDICAPPED CHILDREN AND YOUTH	W/Z	W/Z	W/Z	W/Z	W	W/Z	W	X	W
MODEL EDUCATION FOR THE SEVERELY HANDICAPPED (PROJECT MESH)	V	V		V	Y		Y	Y	
MODEL PRESCHOOL CENTER FOR HANDICAPPED CHILDREN	W/Z	W/Z	W/Z	W/X	X	X	Y	X/Y	X/Y
NATIONAL TECHNICAL ASSISTANCE OFFICE-RUTLAND CENTER	Y	Y	Y	Y	Y	Y	Y	Y	Y
PARENT TAPE TRAINING PROGRAM-OUTREACH PROJECT									
PARENT TRAINING INSTITUTE		Z	Z	Z	W	Y			Y
PORTAGE PROJECT	Z/Y	Z/Y	Y	Y	Y	Y		W	Y
PRECISE EARLY EDUCATION OF CHILDREN WITH HANDICAPS (P.E.E.C.H.)	Z	W	X	X	X	Y		X	Y
PROGRAM TO PROVIDE SERVICES TO SEVERELY HANDICAPPED CHILDREN AND YOUTH	X/Z	W/Z	W/Y/Z	W/Z	W/Z	W		W/Y	Y/Z
PROGRAMS UNLOCKING THE SEVERELY HANDICAPPED (P.U.S.H.)									

PROGRAM RESOURCES FOR THE
SEVERELY EMOTIONALLY DISTURBED CONT.

PROJECT	IDENTIFICATION AND SCREENING DEVICES	DIAGNOSTIC PROCEDURES	PRESCRIPTIVE TECHNIQUES	CHILD'S PROGRAM EVALUATION PROCEDURE	IN-SERVICE PROGRAM	PARENTS SERVICES	MEDIATED PRESENTATIONS (ADMINISTRATIVE)	MEDIATED PRESENTATIONS (PROGRAMMATIC)	BOOKS, ARTICLES AND PUBLICATIONS
PROJECT MEMPHIS									
REPLICATION OF AN INTERDISC. APPROACH TO EARLY EDUC. FOR HANDICAPPED CHILDREN AGES 0-3 YEARS	Y	Y/Z	Y	Y	Y	Y		Y	Y
RUTLAND CENTER	Y	Y	Y	Y	Y	Y	Y	Y	Y
TEACHING RESEARCH INFANT AND CHILD CENTER	W	Y	Y	Y	Y	Y	W	W	X
TOTAL MILIEU APPROACH TO HANDICAPPED INFANT EUCATION									

PROGRAM RESOURCES FOR THE MULTIPLE HANDICAPPED

PROJECT	IDENTIFICATION AND SCREENING DEVICES	DIAGNOSTIC PROCEDURES	PRESCRIPTIVE TECHNIQUES	CHILD'S PROGRAM EVALUATION PROCEDURE	IN-SERVICE PROGRAM	PARENTS SERVICES	MEDIATED PRESENTATIONS (ADMINISTRATIVE)	MEDIATED PRESENTATIONS (PROGRAMMATIC)	BOOKS, ARTICLES AND PUBLICATIONS
CHAPEL HILL TRAINING-OUTREACH PROJECT									
COMPREHENSIVE TRAINING PROGRAM FOR INFANT AND YOUNG CEREBRAL PALSY CHILDREN		W/Z		W/Z		W		W	W
DEMON. EDUC. SERVICE CENTERS FOR SEVERELY EMOTIONALLY DISTURBED CHILDREN AND YOUTH	W	W	W	W	W		W	W	
DEMONSTRATION PROGRAM FOR SEVERELY HANDICAPPED CHILDREN									
EARLY LEARNING CENTER FOR HANDICAPPED CHILDREN	Z	W	Z	W	W	W	Y	Y	Y
ESPERANZA PARA NUESTROS NINOS	Z	Z	Z	Z	W	W	Z	Z	Z
GEORGIA PSYCHOEDUCATIONAL CENTER NETWORK									
INFANT PROGRAM FOR VISUALLY IMPAIRED		Y	Y		Y				Y
MADISON ALTERNATIVE FOR ZERO EXCLUSION	X	W	W	W	W	W	X	X	X
MAGNOLIA PRESCHOOL PROGRAM	Z	W	W	X	W	Y	W	W	Y

PROGRAM RESOURCES FOR THE
MULTIPLE HANDICAPPED CONT.

PROJECT	IDENTIFICATION AND SCREENING DEVICES	DIAGNOSTIC PROCEDURES	PRESCRIPTIVE TECHNIQUES	CHILD'S PROGRAM EVALUATION PROCEDURE	IN-SERVICE PROGRAM	PARENTS SERVICES	MEDIATED PRESENTATIONS (ADMINISTRATIVE)	MEDIATED PRESENTATIONS (PROGRAMMATIC)	BOOKS, ARTICLES AND PUBLICATIONS
MODEL DEMON. PROGRAM FOR SEVERELY HANDICAPPED CHILDREN AND YOUTH	W/Z	W/Z	W/Z	W/Z	W	W/Z	W	W	W
MODEL EDUCATION FOR THE SEVERELY HANDICAPPED (PROJECT MESH)	V	V		V	Y			Y	X
MODEL PRESCHOOL CENTER FOR HANDICAPPED CHILDREN	W/Z	W/Z	W/Z	W/X	X	X	Y	X/Y	X/Y
NATIONAL TECHNICAL ASSISTANCE OFFICE-RUTLAND CENTER									
PARENT TAPE TRAINING PROGRAM-OUTREACH PROJECT	W/Z	W/Z	W/Z	W		Y	W	Y	Y
PARENT TRAINING INSTITUTE		Z	Z	Z	W	Y			Y
PORTAGE PROJECT	Z/Y	Z/Y	Y	Y	Y	Y		W	Y
PRECISE EARLY EDUCATION OF CHILDREN WITH HANDICAPS (P.E.E.C.H.)	Z	W	X	X	X	Y		X	Y
PROGRAM TO PROVIDE SERVICES TO SEVERELY HANDICAPPED CHILDREN AND YOUTH	W/Z	W/Z	W/Y/Z	W/Z	W/Z	W		W/Y	Y/Z
PROGRAMS UNLOCKING THE SEVERELY HANDICAPPED (P.U.S.H.)		W	W	W		W		W	

PROGRAM RESOURCES FOR THE MULTIPLE HANDICAPPED CONT.

PROJECT	IDENTIFICATION AND SCREENING DEVICES	DIAGNOSTIC PROCEDURES	PRESCRIPTIVE TECHNIQUES	CHILD'S PROGRAM EVALUATION PROCEDURE	IN-SERVICE PROGRAM	PARENTS SERVICES	MEDIATED PRESENTATIONS (ADMINISTRATIVE)	MEDIATED PRESENTATIONS (PROGRAMMATIC)	BOOKS, ARTICLES AND PUBLICATIONS
PROJECT MEMPHIS	Y/Z		Y/Z	Y/Z					Y/Z
REPLICATION OF AN INTERDISC. APPROACH TO EARLY EDUC. FOR HANDICAPPED CHILDREN AGES 0-3 YEARS	Y	Y/Z	Y	Y	Y	Y		Y	Y
RUTLAND CENTER									
TEACHING RESEARCH INFANT AND CHILD CENTER	W	Y	Y	Y	Y	Y	W	W	Y
TOTAL MILIEU APPROACH TO HANDICAPPED INFANT EUCATION	W/Y/Z	W/Y	W	W	W	W/Y		Y	Y

APPENDIX B

CENTER DEVELOPED PRODUCTS

Center Developed

Identification & Screening Procedures

	Instrument	Page Number
1.	"A Child's Way of Asking"	120
2.	"And a Child Grows"	119
3.	Communication Checklist	211
4.	Comprehensive Identification Process	292
5.	Informal Evaluation Checklist	14
6.	Instruments for Individual Program Planning	351
7.	Laney Assessment of Language Development	258
8.	Motor Development Checklist	210
9.	Numerical Skills Checklist	208
10.	Observational Checklist for Identification of Speech and Language Difficulties	181
11.	Observational Guidelines for Family Interaction	364
12.	Parent Report - Infant Edition	394
13.	Project M.A.Z.E.: Screener	152
14.	Questionnaire/Interview Series	72
15.	Referred Form For Services	180
16.	Referral Worksheet	46
17.	Social Behaviors Checklist	209
18.	Teacher Observation Form for Identifying Children Who May Require Additional Services	226
19.	"The Egg"	140
20.	The Portage Guide to Early Education	276
21.	The Preschool Profile and Procedures	227 & 315
22.	Uniform Performance Assessment System	328

Center Developed

Diagnostic Procedures

	Instrument	Page Number
1.	Assessment Checklist for Diagnostic Classroom	320
2.	Behavioral Characteristics Rating Scale	56
3.	Checklist Evaluation - Rood Theory of Neurophysiological Development	185
4.	Cognitive Developmental Scale	49
5.	Curriculum for Severe Profound and Physically Involved Preschool Children	189
6.	Developmental Guidelines	295
7.	Developmental Pinpoints	318
8.	Developmental Speech and Language Behaviors Expected at Piaget Stages of Cognitive Development	53
9.	Developmental Therapy Evaluation	367
10.	Developmental Therapy Objectives Rating Form	124
11.	Diagnostic Classroom	321
12.	Differential Checklist of Language Behaviors in Children with Autism, Schizophrenia, Aphasia, Mental Deficiency and Peripheral Deafness	55
13.	Educational Development Checklist	51
14.	Functional Evaluation	187
15.	Functional Profile	366
16.	General Communication Assessment	213
17.	Guide for Observing a Preschool Child	231
18.	Home Evaluation Assessment Scale	398
19.	Infant Motor Rating Scale	399
20.	Language Assessment for the Non-Verbal Pupil	317
21.	Language Curriculum for the Pre-Schooler	260

	Instrument	Page Number
22.	Learning Accomplishment Profile - Diagnostic Edition	16
23.	Learning Style Checklist	52
24.	Magnolia Motor Skills Battery	167
25.	Modification of Leiter International Test	396
26.	Modification of the Bayley Scales of Infant Development	397
27.	Postural and Bilateral Integration	188
28.	Program Plan Outline Form	190
29.	Project M.A.Z.E.: Screener	152
30.	Psychological Evaluation of Severely Handicapped	342
31.	Receptive - Expressive Language Assessment	142
32.	Referral Form Checklist	122
33.	Rutland Center Educational Assessment	123
34.	Sensory Motor Evaluation of the Speech Mechanism	36
35.	Social - Affective Developmental Scale	50
36.	Speech, Hearing and Language Data Sheet	54
37.	SRC Language Development Scale	400
38.	Teaching Research Curriculum for Moderately and Severely Handicapped	382
39.	Teaching Research Pretests for Curriculum for Moderately and Severely Retarded	383
40.	The Communication Model	230
41.	The Pinpoint Scanning Device	319
42.	The Portage Guide to Early Education	276
43.	Vestibular Chart	186

Center Developed

Prescriptive Procedures

	Instrument	Page Number
1.	A Planning Guide: The Preschool Curriculum	19
2.	Checklist Evaluation - Rood Theory of Neurophysiological Development	185
3.	Child Development Lesson Plan Manual	370
4.	Classroom Behavior and Management Model	236
5.	Correlated Language Program	369
6.	Criterion - Referenced Test for Curriculum for Severe-Profound and Physically Involved Preschool Children	184
7.	Curriculum for Severe-Profound and Physically Involved Preschool Children	189
8.	Curriculum Guidelines for Kindergarden Activities	169
9.	Development Therapy	126
10.	Emergency Care of Sickness and Accidents	325
11.	Functional Evaluation	187
12.	Instruments for Individual Program Planning	352
13.	Language Curriculum for the Pre-Schooler	260
14.	Learner Profile	326
15.	Learning Accomplishment Profile Manual	18
16.	Learning Activities	20
17.	Lesson Plans for Enhancing Preschool Developmental Progress: Project Memphis	354
18.	Let's Cook . . . And Teach Preschool Skills	235
19.	Nutrition Instruction and the School Lunch Ideas for Nutrition Instruction	171

	Instrument	Page Number
20.	Objectives Form	323
21.	Parental and Classroom Speech Helps for Children	170
22.	Plan Sheet	327
23.	Program Plan Outline Form	190
24.	Project E.A.R.N. Notebook: Motor Development	371
25.	Sequential Development Task Analysis	59
26.	Skill Inventory Assessmentaire	324
27.	Staff Report - Diagnostic School for Neurologically Handicapped Children	58
28.	Teaching Prepositions to Down's Syndrome Children	237
29.	Teaching Research Curriculum for Moderately and Severely Handicapped	382
30.	The Educational Staffing Model	233
31.	The Infant Learning Package	234
32.	The Portgage Guide to Early Education	279
33.	What's a Child to Do?	238

Center Developed

Child Progress Evaluation Procedures

	Instrument	Page Number
1.	Analysis of Skills	173
2.	Brushing Teeth Training Checklist	195
3.	Checklist Evaluation - Rood Theory of Neurophysiological Development	185
4.	Child Progress Form	298
5.	Continuous Record for Educational Gain	356
6.	Criterion - Referenced Test for Curriculum for Severe-Profound and Physically Involved Preschool Children	184
7.	Developmental Social Behavior Checklist	76
8.	Developmental Therapy Objectives Rating Form	128
9.	Down's Performance Inventory and Notes for Users	329
10.	Esperanza Para Nuestros Ninos School Motor Development Chart	99
11.	Feeding Training Checklist	193
12.	Functional Evaluation	187
13.	Infant Motor Rating Scale	399
14.	Laney Assessment of Language Development	258
15.	Makah (Indian Head Start) Individual Assessment Report	240
16.	Modification of Leiter International Test	396
17.	Modification of the Bayley Scales of Infant Development	397
18.	Nose Care Training Checklist	194
19.	Parent Questionnaire	61
20.	Parent Record Form of Environmental Language	197
21.	Portage Activity Chart	282
22.	Portage Cumulative Behavioral Log	281

Instrument — Page Number

23. Program Plan Outline Form 190

24. Project MESH Communication Evaluation System 215

25. Referral Form Checklist 122

26. Referral Worksheet 62

27. SRC Language Development Scale 400

28. Systematic Who-to-Whom Analysis Notation 129

29. Teaching Research Curriculum for Moderately and Severely Handicapped 382

30. The Clothes Fastening Program 241

31. Toilet Training Checklist 196

32. Year End Evaluation and Follow-up Sheet 22

APPENDIX C

IN-SERVICE TRAINING PROGRAMS

In-Service Training Programs

	Program	Page Number
1.	A Continuum of Communication Assessment Tests and Training Programs for Handicapped Children	217
2.	A Model for an Interdisciplinary Approach to Early Education for Handicapped Children Ages 0-3 Years	372
3.	An In-Depth Study of Specialized Components Applicable to Effective 0-3 Programming	374
4.	Behavioral Objectives	300
5.	Community Concern "75"	101
6.	Cultural Diversities and the Exceptional Child	100
7.	Developing Service Delivery Models for Severely Handicapped Individuals in Rural Public Schools	216
8.	Developmental Guidelines	300
9.	Developmental Physical Management Techniques	199
10.	Developmental Therapy	198
11.	Early Intervention	87
12.	Flow Charting Behavioral Training Programs	218
13.	Goal Analysis	300
14.	Goal Math and Goal Language	301
15.	Gross Motor	301
16.	Home Programming for the 0-3 Handicapped Children - Meeting the Needs of the Total Family	373
17.	How to Write and Modify Behavioral Training Programs	219
18.	In-Service Training Weekends	405
19.	Intra - Inter Individual Differences	300
20.	I.T.P.A.	300
21.	Joint Early Education Program for Children with Handicaps	300
22.	Learning Playground	301
23.	Mainstreaming the Handicapped in School/Community Activities	157

	Program	Page Number
24.	Normal Motor Development in Infants	407
25.	Paraprofessional Training	300
26.	Parent Program	301
27.	Parent Training - A Grown Model	269
28.	PEECH Project Awareness	300
29.	Program Overview - Infant Blind and Project Outreach	143
30.	Program to Provide Services for Severely Handicapped Children and Youth	332
31.	Project Memphis	357
32.	RAPYD - British Infant	301
33.	RAPYD - Guilford	301
34.	Record Keeping	301
35.	Screening and Identification	300
36.	Slide Program: Comprehensive Training Program for Infant and Young Cerebral Palsied Children	37
37.	Summer Workshop for the Preparation of Personnel in the Education of the Severely Handicapped	330
38.	Summer Workshop to Provide Training for Teachers and Administrators of Severely, Profoundly, and/or Multiply Handicapped Children and Youth	331
39.	Task Analysis	300
40.	Teachers Role in the Annual Case Review	77
41.	Teaching Research Data Base Training Program: Classroom, Parent Training Clinic, and Group Home Management Training	386
42.	The Portage Project	283
43.	The Severely Emotionally Disturbed Child in the Classroom: Program Development	63
44.	The Severely Emotionally Disturbed Child in the Classroom: Techniques and Methods for Use in Multi-Disciplinary Assessment and Prescription	65

	Program	Page Number
45.	The Severely Emotionally Disturbed Child in the School: Parent Involvement	64
46.	Total Communication Course	406
47.	Workshop for Developmental Therapy Trainers	131
48.	Workshop on Fundamental Guidelines	38

APPENDIX D

ADDITIONAL PROGRAMS PROVIDING SERVICES TO PRESCHOOL HANDICAPPED CHILDREN

1. Program Name: High Scope Foundation Demonstration Project
   Director: Bernard A. Banet
   Mailing Address: High Scope Educational Research Foundation
   600 North River
   Ypsilanti, Michigan 48197
   Phone Number: 313/485-2000

2. Program Name: Integration of Handicapped Children and Non-Handicapped Children-Outreach
   Director: Bea Gold
   Mailing Address: 1925 Budlong Avenue
   Los Angeles, California 90007
   Phone Number: 213/625-6729

3. Program Name: Preschool and Early Education Project
   Director: Ernestine W. Rainey
   Mailing Address: Drawer EP
   Mississippi State, Mississippi 39762
   Phone Number: 601/325-5445

4. Program Name: Preschool and Infant Developmental Programs and Research
   Director: Ronnie Gordon
   Mailing Address: Institute of Rehabilitation Medicine
   400 East 34th Street
   New York, New York 10016
   Phone Number: 212/679-3200 Ext. 3219

5. Program Name: Project Telepac
   Director: Chuck Atkinson
   Mailing Address: Utah State University, UMC-68
   Logan, Utah 84322
   Phone Number: 801/752-4100 Ext. 7753

6. Program Name: Telecommunication for Severely Handicapped Children and Youth
   Director: Paul Stellino
   Mailing Address: Teaching Resource Center
   144 West 125th Street
   New York, New York 10027
   Phone Number: 212/354-2257 or 354-2260